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ABSTRACT

The Project Prevention curriculum is specifically designed for the prevention of substance abuse among students with disabilities and was piloted in 10 classroom serving students with mild, moderate, and severe disabilities. This component of the curriculum is intended for elementary students and includes four sections with a total of 81 lesson plans which address: (1) self-esteem; (2) social skills; (3) decision making; and (4) drug awareness. Although the activities are designed to be implemented in sequential order, a teacher can also use individual activities which best suit the students involved. Each unit is preceded by a letter to parents explaining the unit and ways parents can help. Information provided for each activity includes recommended time allotment, needed materials, procedures, and worksheets or handouts. Examples of activities include: becoming aware of individual uniqueness and specialness, understanding friendship, identifying decisions students make daily, and learning about the effects of drugs on behavior. A glossary defines terms. A bibliography lists 28 related children's books. (Contains 15 references.) (DB)

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Project Prevention - A Curriculum Specifically Designed to Prevent Illegal Drug Use Among Students with Disabilities

ED 401 701

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EC305203

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Elementary

PROJECT PREVENTION

DEVLIN
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Introduction

Current literature in the field of alcohol and drug use indicates that students with low self-esteem, poor peer relations, low academic achievement, and a lack of knowledge about the dangers of drugs are more likely to become substance abusers. These factors are all indicative of students with special needs. Unfortunately, history has shown us that these students are using drugs at an earlier age than their non-disabled peers and that they tend to skip the "gateway" drugs of alcohol and tobacco and move on to more "sophisticated" drug use early.

Project Prevention is a curriculum specifically designed for the prevention of substance abuse among students with disabilities. While there are a multitude of drug prevention materials available, few have been developed with diverse learning and behavioral styles in mind. Project Prevention grew out of a need for such materials. Through collaboration with special education teachers, Project Prevention was written and then piloted in ten classrooms serving students with mild, moderate, and severe disabilities.

The program is divided into an elementary section and a secondary section. Each section is broken into four components entitled self-esteem, social skills, decision making, and drug awareness. The components contain fun activities designed to promote development in each of the focus areas. Program activities empower students to be good decision makers and to foster positive self-image, thus reducing the potential for such self-defeating behavior as using drugs and alcohol.

Project Prevention can be easily incorporated into any classroom schedule. The activities are interactive and involve teaching and learning strategies that have been found to be fun and meaningful to students as well as teachers.

It is recommended that activities be implemented in sequential order, however, given the diversity of today's classroom you may find it necessary to choose activities based on the developmental level of your students. For example, some secondary students may benefit from some of the more age appropriate elementary activities before beginning the secondary section. Project Prevention is flexible enough to allow the teacher to pick and choose which activities best suit the students.

Because students with disabilities are often perceived as different, they often suffer from the variables found to be highly correlated to drug and alcohol use. Project Prevention can serve as a way for teachers to systematically address the problems of low self-esteem, poor peer relationships, lack of decision making skills, and lack of knowledge about the dangers of drug use.

Please use this curriculum in an effort to help your students develop to their fullest potential - socially, emotionally, physically, and intellectually. It is possible for teachers of unique children to be instigators of change, to work to make sure that history does not repeat itself where their futures are concerned. A good teacher creates chances for new beginnings.

Acknowledgements...

The following individuals donated their time to pilot, review and revise this curriculum. The Project Prevention Team would like to extend their sincere appreciation to all of these teachers who made this project possible.

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Unit I: Self Esteem

Dear Parents,

The unit that we are about to begin is "Self Esteem." Self esteem means how you feel about yourself. We will be teaching the children self respect and respect for others. We will also be learning about emotions and the effects that our emotions have on ourselves and others.

Some good ways of helping your child feel good about him/herself are:

*Relax, play, and talk with your child for AT LEAST 30 minutes a day.

*Have fun with your child! Praise him/her for his/her efforts. Examples of praise: smiles, winks, kisses, hugs, "great job!", "you are wonderful!".

*Treat your child with respect and expect him/her to treat others with respect.

*Set reasonable goals for your child. Accept efforts and appreciate improvements.

Try some of these ideas at home and see what happens! Your child will love spending time with you and you will have many wonderful opportunities to watch your child grow into a secure and confident individual.

Thank you for your cooperation!

SELF-ESTEEM BUILDING MESSAGES

There are several ways of communicating to others and to yourself about how you feel. Positive messages help to build the self-esteem of others and ourselves. The way we act towards others also sends messages of how we feel about them.

Action Messages

Giving someone a smile.
Giving hugs or pats if acceptable to that person.
Shaking someone's hand.
Listening to a person and making eye contact.
Spending time with a person.
Using a person's name.
Sharing something important with another person.
Asking for a person's opinion.

Verbal Messages:

Good job.
You are the best dancer I know. (Runner, speller, etc.)
I like the way you did that.
Thank you for doing such a great job.
Your work is impressive.
You are one great student.
You are a super person.
I like the way you listen.
Thank you for being so understanding.
I am proud of the way you did your work on time.
You did a good job on your project.
You are a valuable part of the team.
You are an excellent worker.
I am glad you are my student(friend, mother, father, brother, sister).
I am glad you are in my class.
I have fun being with you.
Thanks for being you.
Thanks for being my friend.
Thank you for sharing your time with me.
Good morning!
I am happy to know you.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: I'm So Special

TIME: 30-40 minutes

FOCUS: *To help each child identify one thing they like about themselves and others*

MATERIALS: None

PROCEDURES:

1. In this activity students will tell their classmates something they like about themselves. The teacher could start the activity by telling one thing she likes about herself. Be sure to share qualities such as eye color, hair color, skin color, helpfulness and friendliness.

2. Next, have the students turn to the person on their right and tell that person something they like about him/her. You may need to encourage positive attributes of each student.

3. Teach the students the song "I'm So Special" by Hap Palmer and sing daily to reinforce positive self esteem.

I'm so special, so very special
There's no body quite like me.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: The Postman Delivers!

TIME: 30-40 minutes

FOCUS: *The students will develop an awareness of how they differ from each other.*

MATERIALS: Brown Bag or Satchel
Crayons
Envelope

PROCEDURES:

1. Tell the students that the job of a postman is to deliver mail to the correct address. Explain to the class that the postman can identify a correct address by the address on the envelope and the five digit zip-code. Inform the students that they are going to play a guessing game called "The Postman Delivers." Each of them will get a chance to be the postman.

2. Randomly pick one of the students to come to the front of the room and be the postman. Ask another student to think of who they would like the letter delivered to and whisper that student's name to the teacher. Explain to the students they will give clues about the person to receive the letter so the postman will know who to give it to.

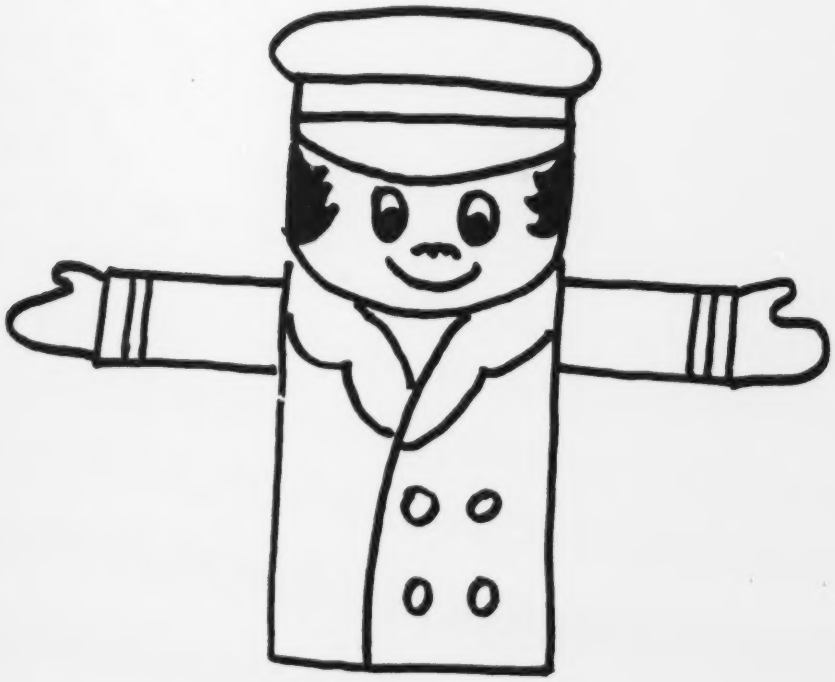
3. The teacher will explain to the class, "Although humans are not labeled with an address, we are uniquely characterized by what we look like or what we wear. In this game we will use these characteristics rather than an address and five digit zip-code to determine where the letter should go." The teacher or the student begins by telling the postman, "I have a letter for you to deliver to my friend." The student then will describe his friend to the postman. For example, "My friend is wearing a green shirt. He has brown eyes, brown hair, and brown skin. He has a big smile."

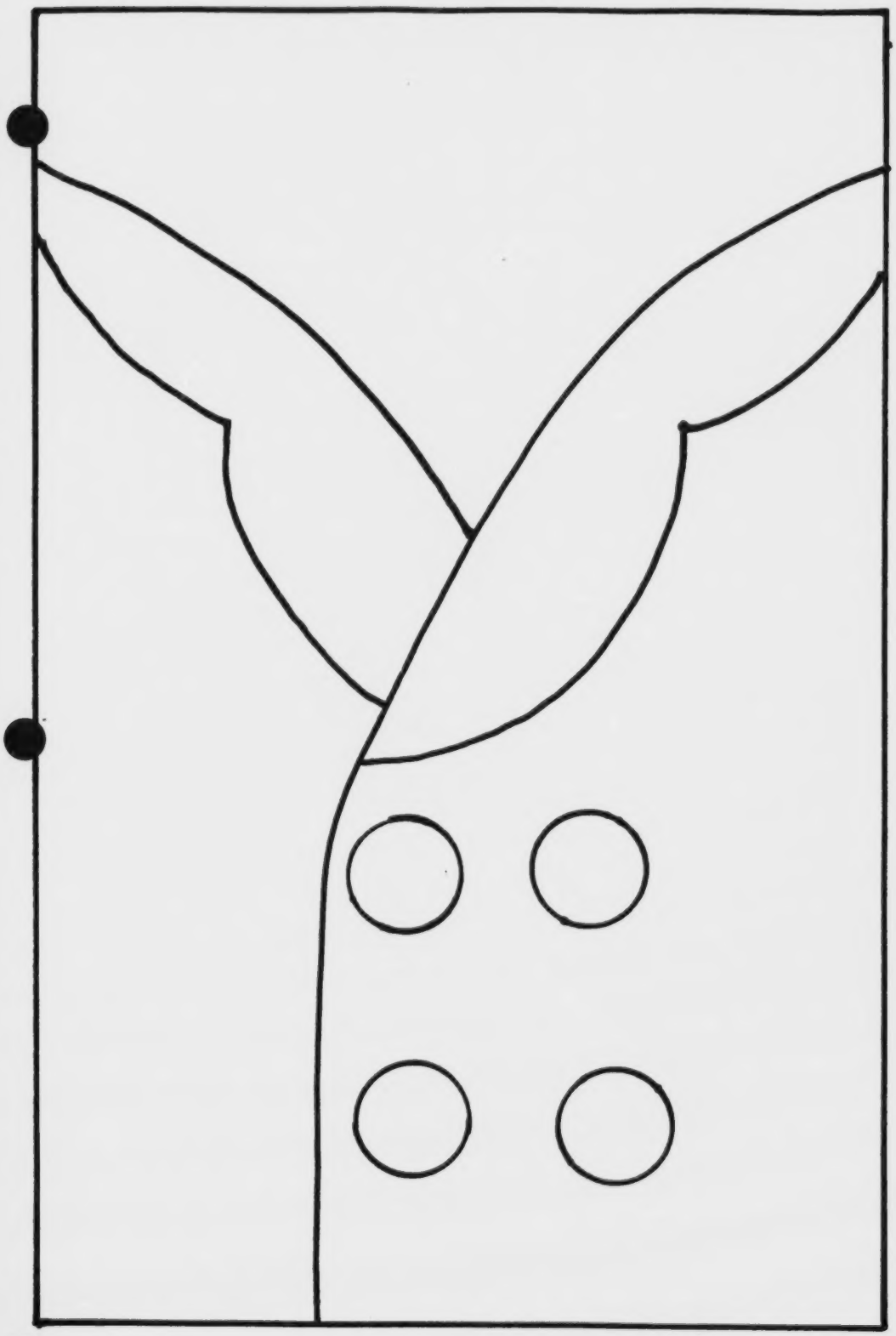
4. After the students guess who the letter should be delivered to, according to the description given to the postman, the student who received the letter becomes the friend and a new postman is selected.

5. As an alternative activity, the teacher could make the postman puppet (subsequent activity) to use in the role-playing instead of a student. Materials needed: lunch bags, crayons, paste, construction paper, scissors, pattern for puppet.

DIRECTIONS FOR POSTMAN

1. **Hand out worksheets to students. Instruct them to color pieces or trace on construction paper and cut out.**
2. **Glue the outside edge of the bag, but not the flap.**
3. **Put the jacket on the pasted edge.**
4. **Place the gloves to the arms, then glue to the jacket.**
5. **Paste the top edge of the head and place the cap on the pasted edge.**
6. **Paste the eyes on the face and draw a nose and mouth.**
7. **Paste the outside edge of the flap. Place the head on the flap.**





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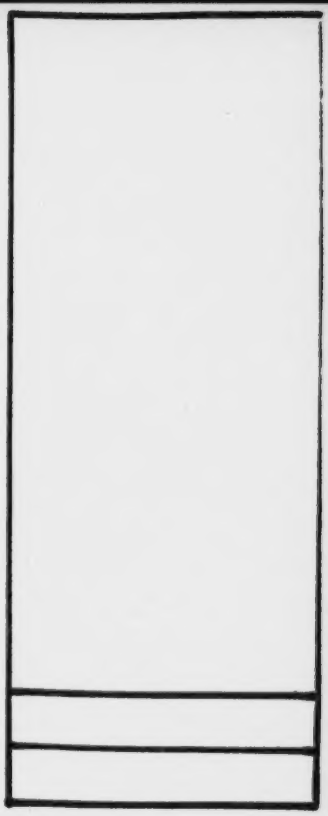

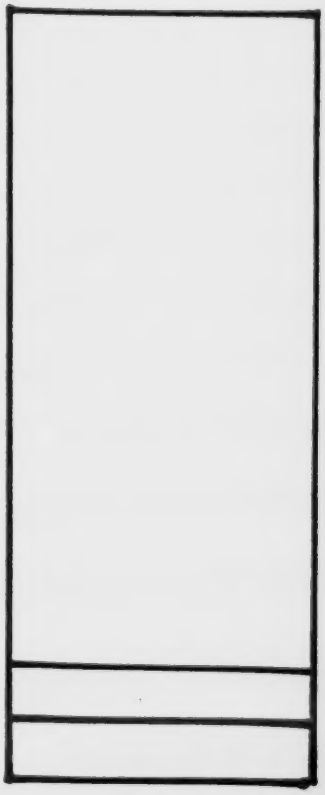

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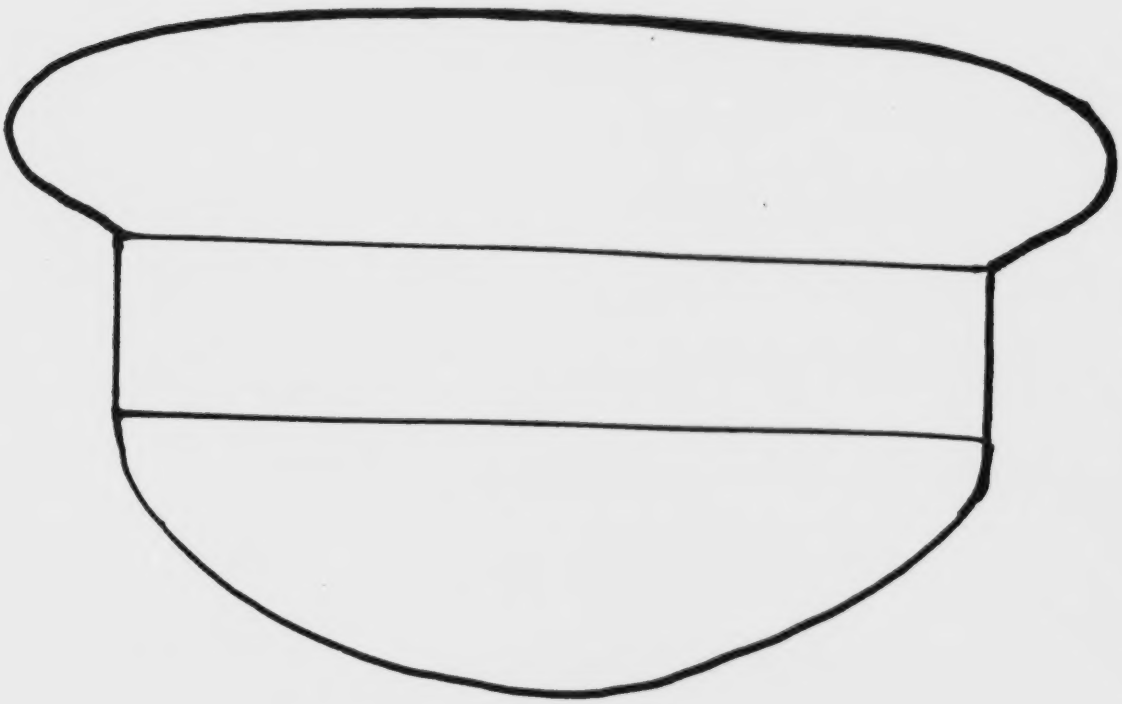

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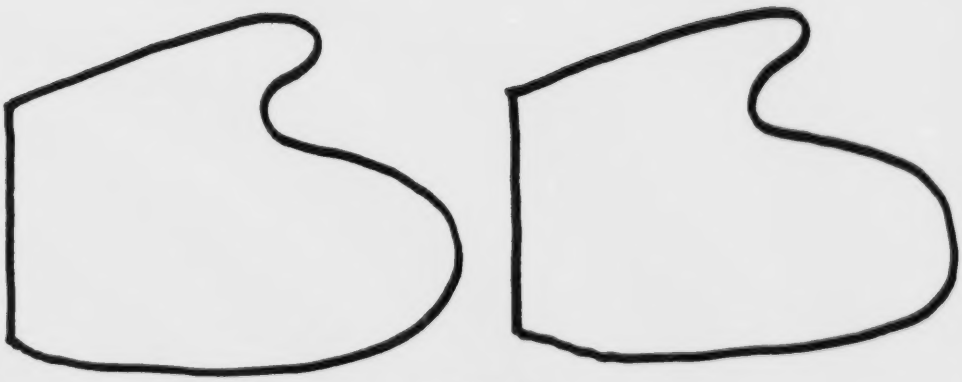

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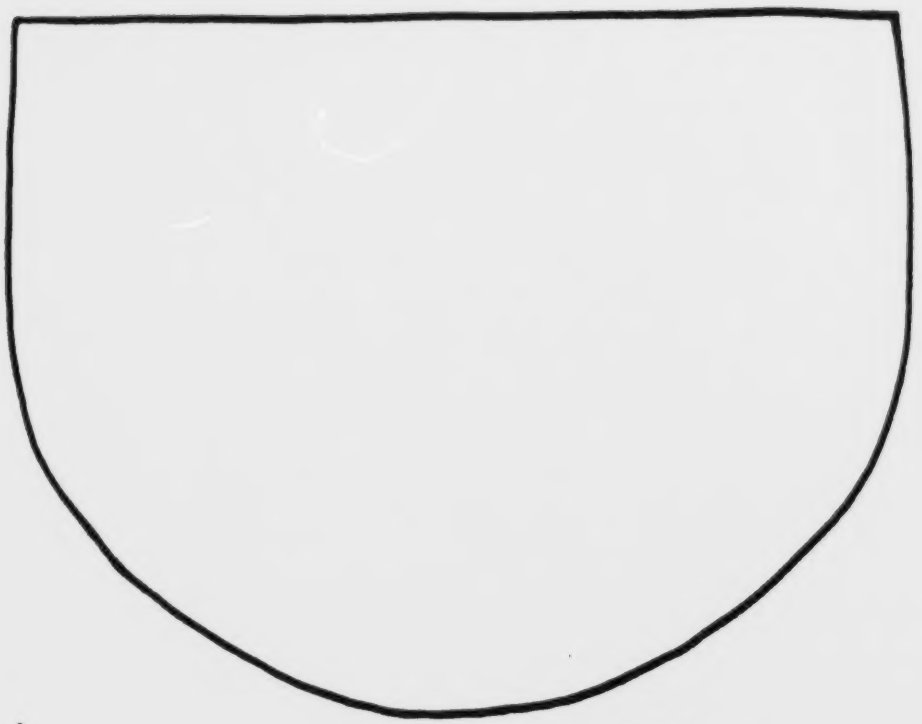

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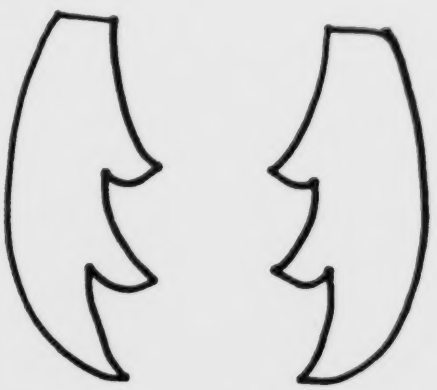

HAIR

EYES

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Feelings

TIME: 30-45 minutes

FOCUS: *Students will learn to identify and understand feelings and how feelings affect their actions.*

MATERIALS: Box
Situations written on paper to role play

PROCEDURES:

1. Tell the students to write a list of feelings they know. Examples: happy, shy, sad, disappointed, scared, proud, excited.

2. Direct the students to give examples of the physical characteristics and actions of a person who is experiencing a certain feeling - facial expressions, body language, tone of voice.

3. Tell the students they will now have an opportunity to act out feelings they have experienced or select an activity from a box to role play. Instruct them to show what their bodies and faces would look like if they were experiencing the situation. Let the students take turns role-playing. Encourage each student to participate.

NOTE TO TEACHERS:
For kindergarten students: instruct students to tell you some feeling words. Write their ideas on the board. For step 3 of this activity, draw facial expressions of feelings on cards. The students will pull picture cards from the box and act out the different facial expressions. Read the situations for the students to act out.

Situations:

-Your mom found your favorite cap you lost last week.

-Your puppy ran away.

-You are awakened during the night by thunder and lightening.

-Your team did not win the kickball game at school.

-Your sister won an art contest.

-You made the winning shot at the basketball game.

-Your best friend lost your homework.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Emotions

TIME: 20-30 minutes

FOCUS: *To help students to understand their emotions and what causes those emotions*

MATERIALS: Faces depicting different emotions
3x5 cards

PROCEDURES:

1. Write the following words on 3"x 5" cards:

Excited	Sad
Lonely	Frightened
Happy	Worried

Display the faces that represent each expression. Read the words aloud as you hold up each card. Give each student an opportunity to point to the face that represents the emotion as you read the words.

2. Make a list of feeling situations to read to the class. Ask them to tell you what emotion is represented in each situation.

Situations:

- Your mom has gone shopping, your dog is at the vet, and you are home by yourself. (lonely)

- Your sister found your favorite stuffed animal you thought was lost. (happy)

- It is a stormy night and you are in bed trying to go to sleep. You hear the wind howling and blowing a tree limb against the window. (frightened)

- Your dad was supposed to be home an hour ago. (worried)

- Your uncle is taking you to a movie you have wanted to see all summer. (excited)

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SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Finger Print Animals

TIME: 30-40 minutes

FOCUS: *The students will become aware that our fingerprints make us unique.*

MATERIALS: Magnifying Glass
Ink Pad
Paper
Paper Towels
Crayons

PROCEUDRES:

1. The students will make fingerprints on paper and then examine them under a magnifying glass. Let the students compare prints with each other. Point out the uniqueness of each person's fingerprints and that no two people have identical fingerprints.

2. The students will then make different animals with their fingerprints.

3. Display the students' works around the room. Suggest they share this activity with their family and compare fingerprints of each family member.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Happy To Be Me!

TIME: 25-30 minutes

FOCUS: *Students will identify ways each of them is special.*

MATERIALS:
- Poster board or construction paper
- Scissors
- Magazines
- Polaroid camera
- Glue
- Crayons or markers

PROCEDURES:

1. Let students choose their favorite color of posterboard or construction paper to make HAPPY TO BE ME! poster. Glue a photograph of the child on the paper and ask them to write something about themselves on the poster. They may choose to write such things as a favorite sport, song, color, eye color and hair color. For students who cannot write, ask them to tell you something about themselves and write it on their poster.

2. Pass out magazines and instruct the students to find pictures in magazines of things they would like to do or of things that are important to them.

3. Have the students take the posters home and ask their families to add some special characteristics the students possess.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Our Class Flag

TIME: 25-30 minutes

FOCUS: *Students will learn how their uniqueness makes their classroom special.*

MATERIALS: White poster board or bulletin board paper - 18" x 18"
Construction paper - 9" x 2"
Glue
Markers

PROCEDURES:

1. Discuss with the students the importance of our differences and similarities. Emphasize how boring life would be if everyone was exactly alike and liked the same things.

2. Tell the students that they are going to create a class flag using their eye colors (or favorite colors). Hold the white paper up and point out how boring a plain piece of paper is. However, by adding their special colors, they will have a colorful and unique flag that they can be proud of.

3. Place the construction paper on a table and as each student chooses his/her favorite color, have them glue their colors on the flag to create their class flag.

4. When the activity is complete, display their class flag in the room or in the hall.

NOTE TO TEACHERS:
Allow students to work in groups of 2 or 3 to create something special or unique to represent them on the class flag. Encourage students to create a shape or symbol to represent their group.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: The Happy Train

TIME: 40-50 minutes

FOCUS: *To have students compare their uniqueness to certain animals' uniqueness*

MATERIALS:

Scissors	Crayons
Train worksheets	Glue

Procedures:

1. Pass out the worksheets for this activity and tell the students to color the animals. List the different animals and characteristics on the board. Tell the students to decide as a group which trait would match each animal. Instruct them to write that trait in the space provided. Discuss why they chose the traits they did.

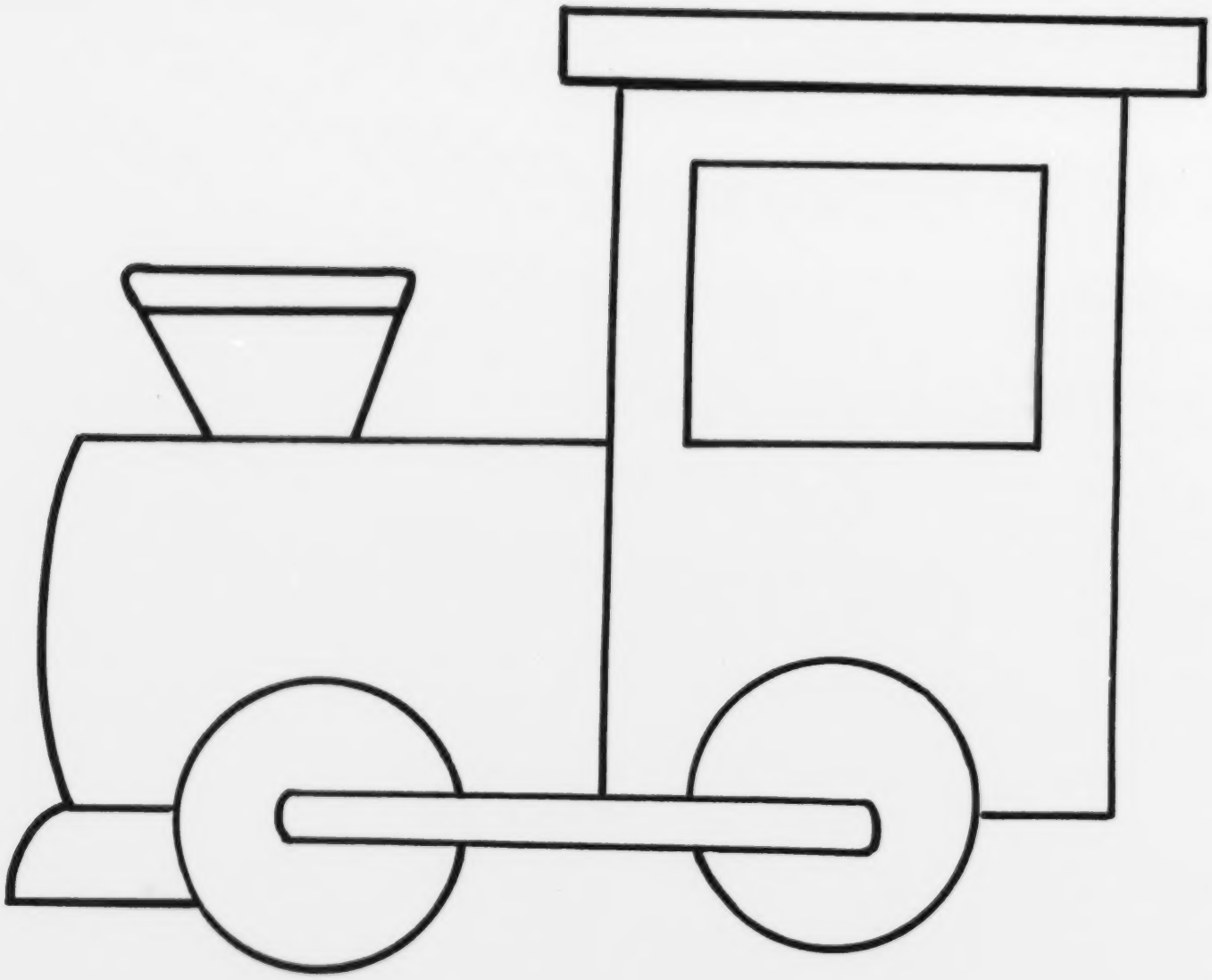
2. Instruct the students to pick the two animals which have characteristics like their own and cut those out.

3. Give each student a train car to color and ask them to glue the two animals they have chosen on their train.

4. Assemble the train by connecting all the students' cars to the engine and caboose. Display this in the room.

Horse - fast runner	Butterfly - gentle
Bear - brave	Fox - wise, sly
Elephant - strong	Beaver - playful
Dolphin - good swimmer	

NOTE TO TEACHERS:
Before activity, color each animal as an example for students who have not been exposed to some of the different animals. Explain what a characteristic or adjective is.



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ENGINE

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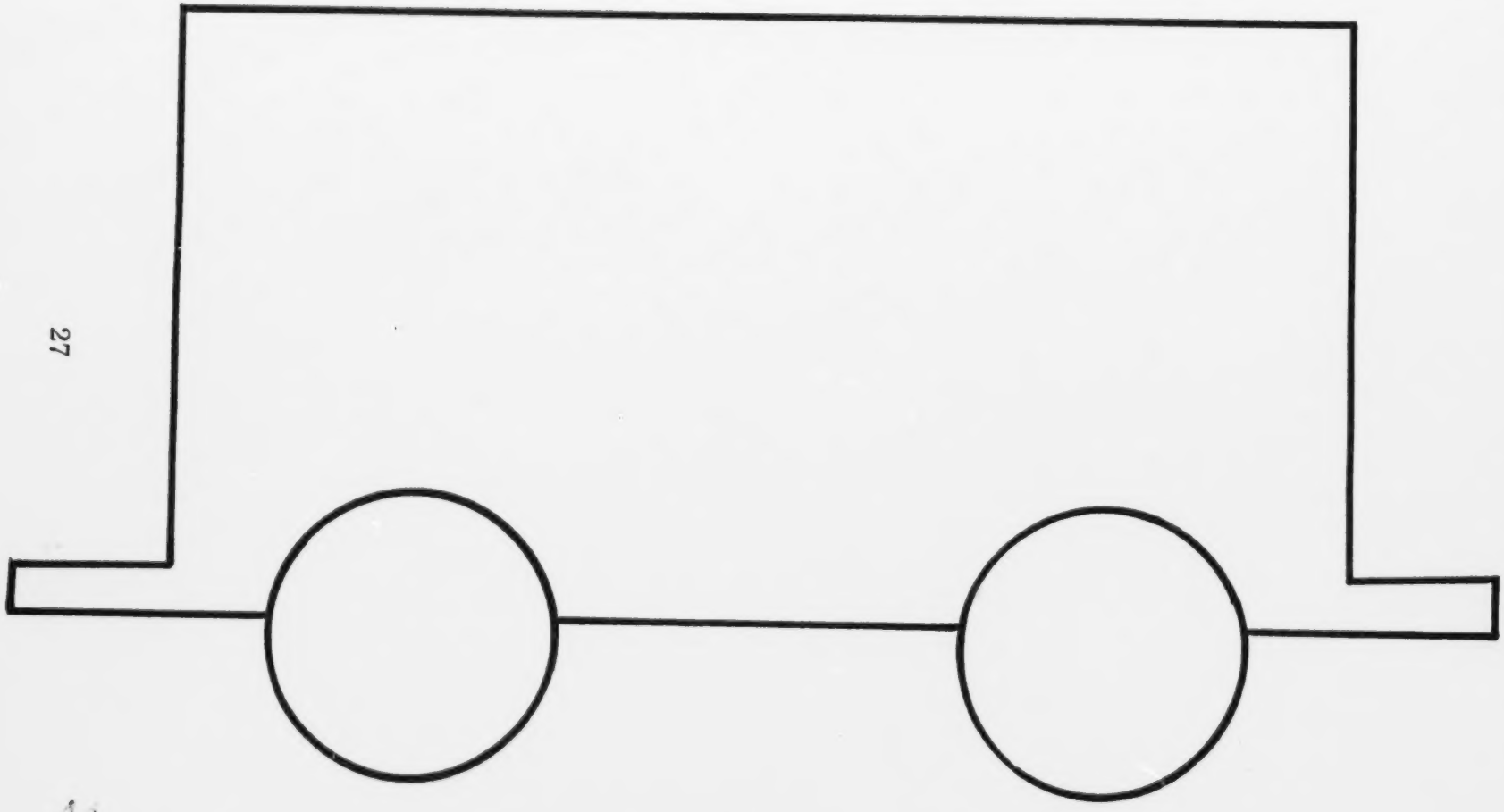

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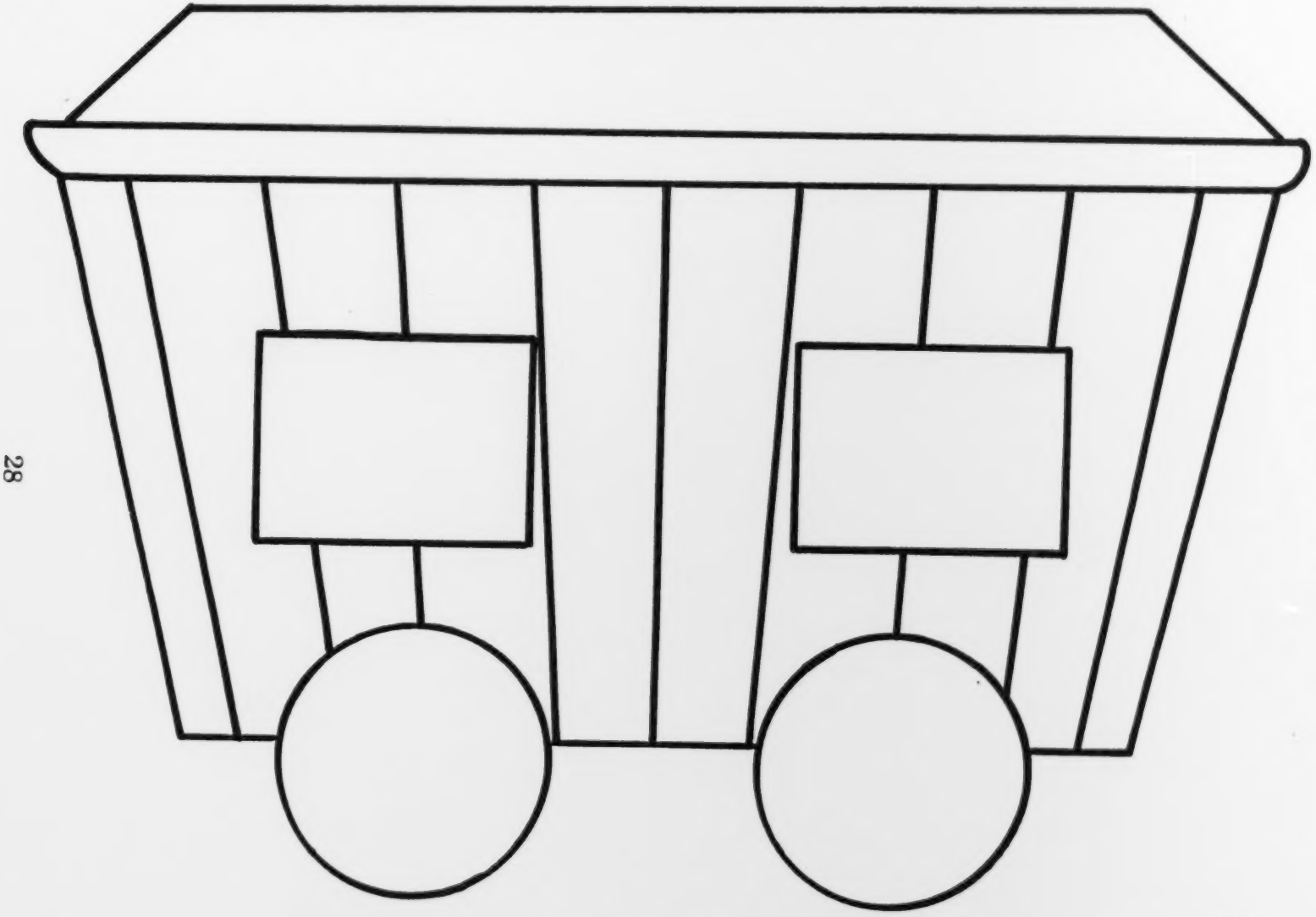

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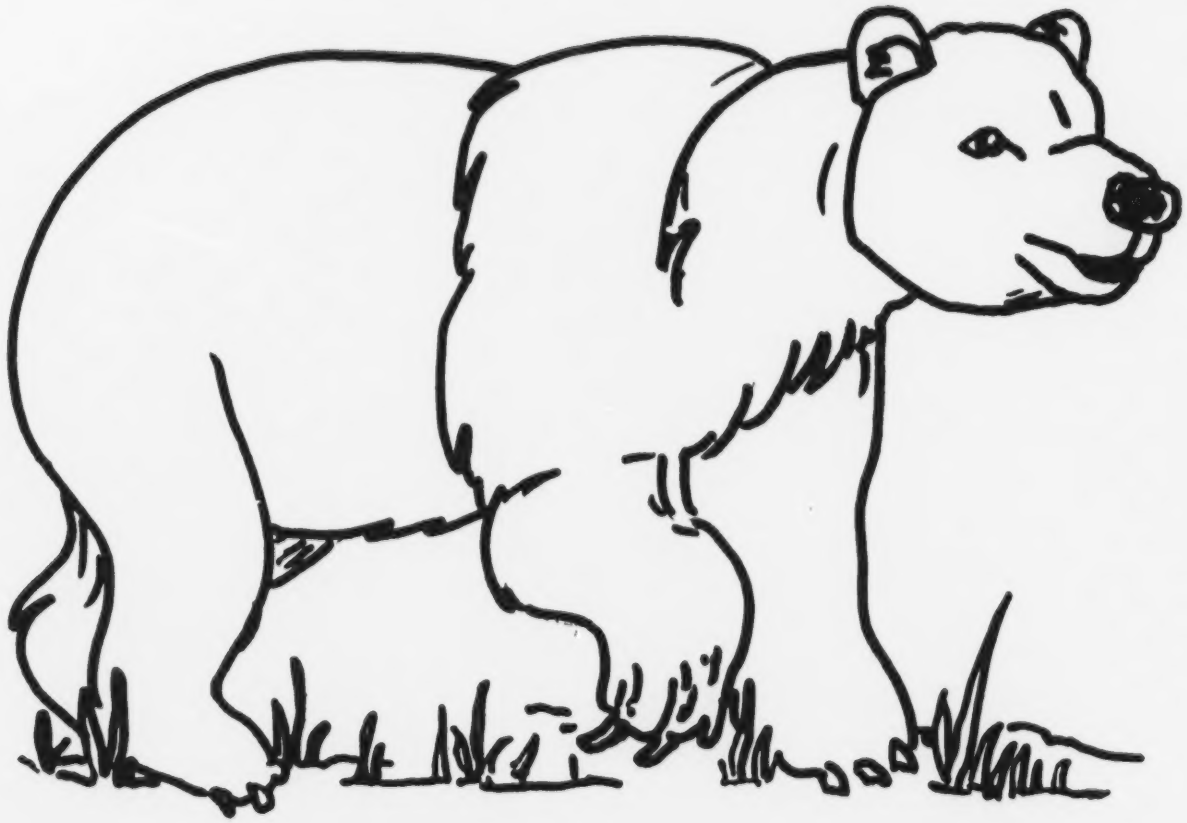

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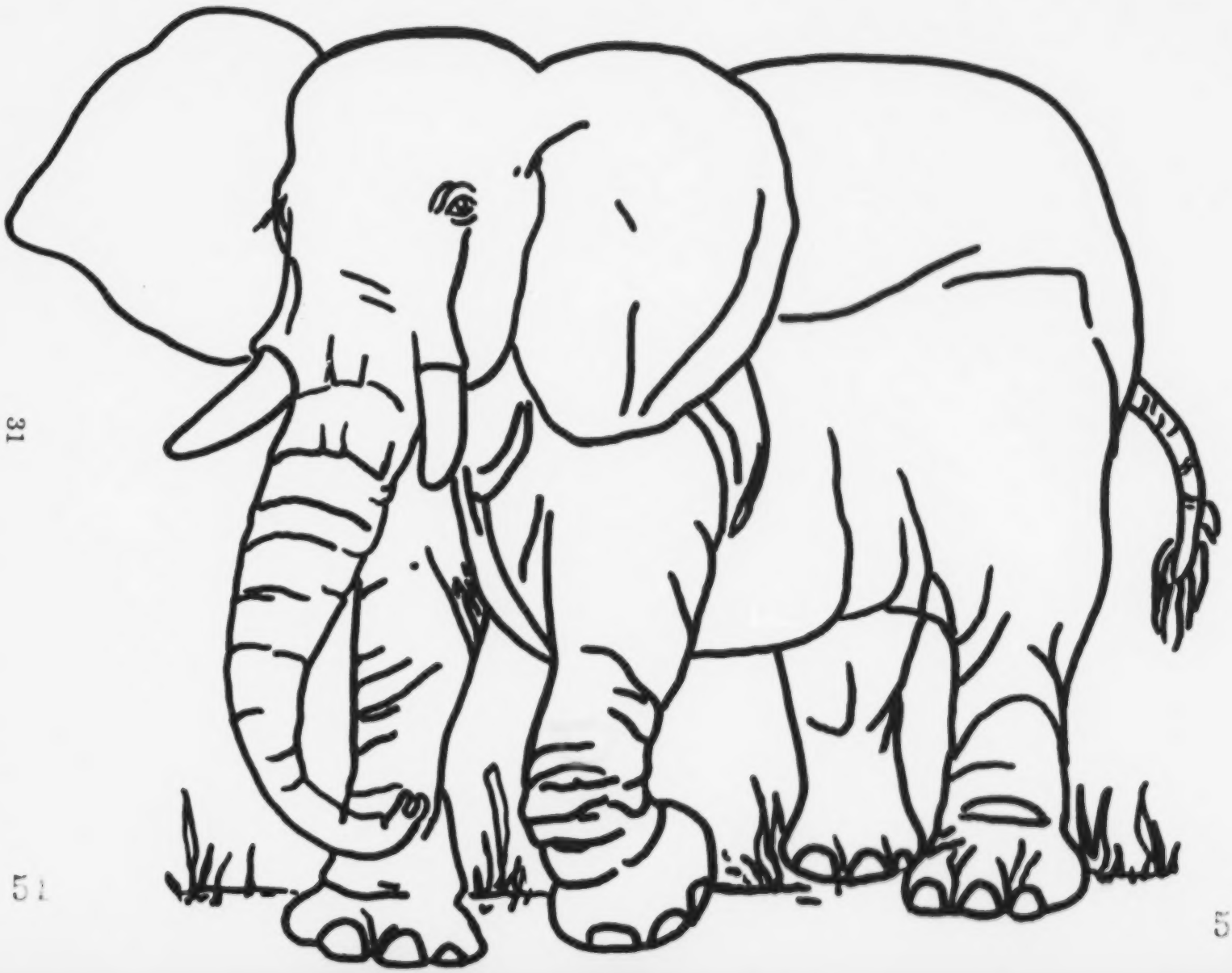

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SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Wonderful Me

TIME: 30-45 minutes

FOCUS: *To help students develop an awareness of each person's uniqueness and to learn positive describing words*

MATERIALS: Photographs of students
Crayons or markers
Paper

PROCEDURES:

1. Make a bulletin board for this activity. Place the words "Wonderful Me" in the middle of the bulletin board. Attach photographs of each student around the words "Wonderful Me." On small cards write an adjective which describes each student and place the card under their picture. Students can brainstorm and come up with positive words to describe their classmates. This activity will enable students to understand that everyone has positive attributes.

2. To stress that each student is unique, read the book I Like Me by Nancy Carlson or Hurrah For Me by Remy Charlip and Lillian Moore. Another follow up of this activity would be to sing along with Hap Palmer's I Like Me from the record Ideas, Thoughts and Feelings.

NOTE TO TEACHERS:
If a camera or photo is not available, have students draw a self portrait. Reinforce previous activity concerning unique characteristics. Encourage students to use a different positive word for each student.

SUBJECT AREA: Self Esteem

LEVEL: Upper Elementary

ACTIVITY: My Apple Tree

TIME: 30-45 minutes

FOCUS: *To encourage positive attitudes toward others*

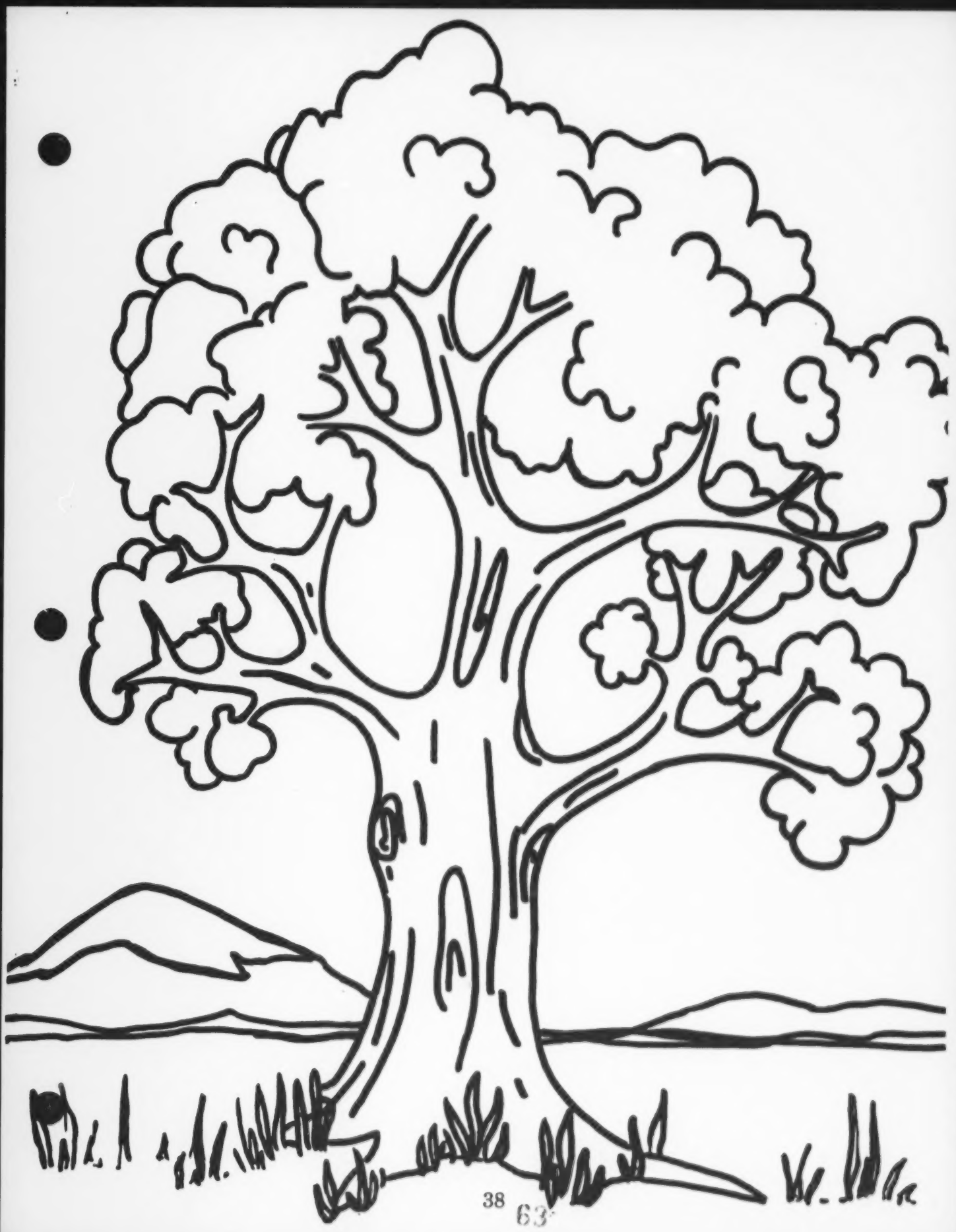
MATERIALS: My Apple Tree worksheets (Copy on red paper)
Scissors
Glue
Markers or crayons

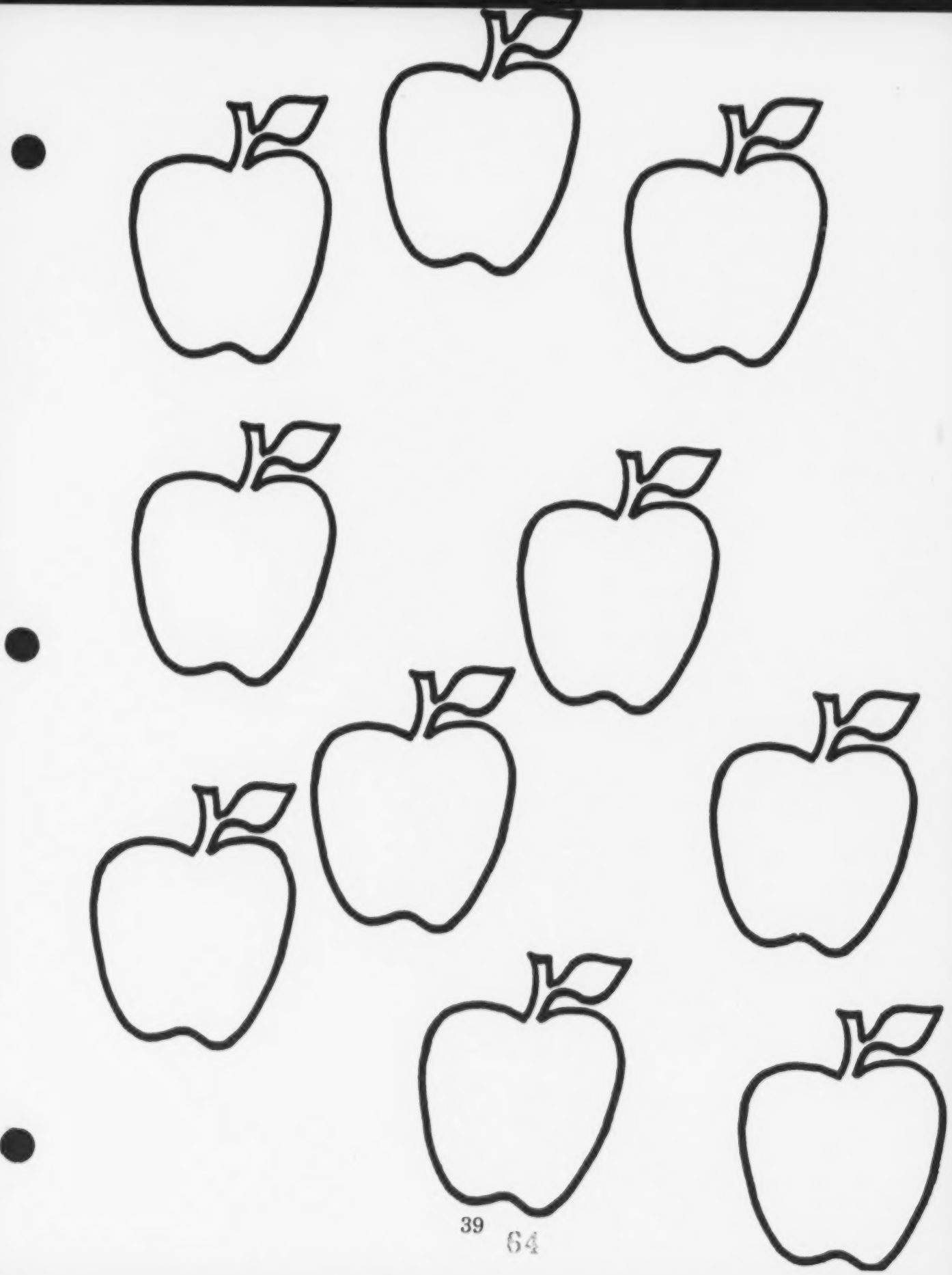
PROCEDURE:

1. Through class discussion, let the students share something they do well. Explain that everyone has different positive attributes and that these differences make the class interesting. Tell them to think of an adjective which describes something positive about themselves.

2. Pass out the worksheets and instruct the students to make their own special apple tree. Tell them to color the apples which best describe them. Cut the apples out and glue them on their tree.

NOTE TO TEACHERS
Make a large tree on butcher paper for the classroom. Have the students place their apples on the classroom tree.





SUBJECT AREA: Self Esteem

LEVEL: Lower/Upper Elementary

ACTIVITY: My Box

TIME: 30-45 minutes

FOCUS: *The student will display reasons why each of them is special and unique.*

MATERIALS: Shoe box or other container
Construction paper
Glue
Crayons
Scissors
Favorite objects to put in box
Photo of self, family and friends
Note to parents

PROCEDURES:

1. A few days before this activity send a note home for the students to bring a shoe box and several small items from home that represent something about themselves - baseball cards, favorite picture, picture of family and friends, etc.

2. Prior to this activity, glue or place a mirror in the bottom of a box. Talk with the children about who they think is the most special person they know. Next, tell them that you have a magic box you would like for them to each look inside to see the most special person on Earth. Have each child come up and look in the box.

3. After all the students have had a turn looking in the magic box, ask each of them to identify who the special person was. Ask if they were happy to see that they were the special person. Then tell them that because they are each valuable and special the box reflected their image.

4. Now instruct each student to make their own special box with the items they have brought to class. Have them cover the containers with construction paper, decorate with crayons, write their name, and/or glue a picture of themselves on the top of the box.

5. Explain to students what an adjective is. An adjective is a describing word. List the following adjectives on the board. Have students write each of the adjectives that describes them on a piece of paper and put in their container. For students who do not write, write their adjective for them.

EXAMPLES:
athletic
neat
happy
quiet
helpful
good sport
kind
shy
good student

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: How Does Your Garden Grow?

TIME: 30-45 minutes

FOCUS: *To help children to become more aware of their uniqueness and individual differences*

MATERIALS: Flower pattern
Glue
Crayons
Construction paper

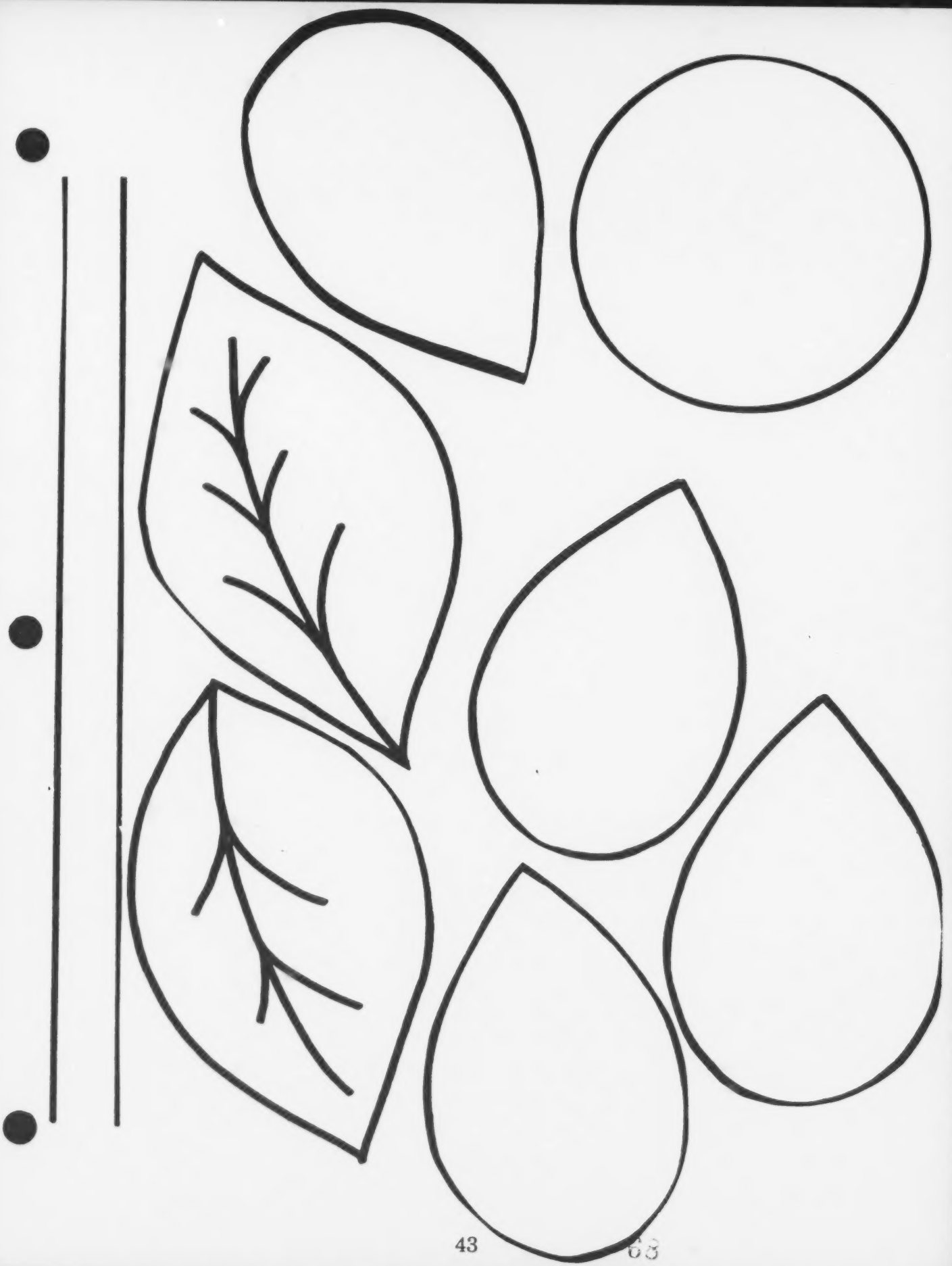
PROCEDURES:

1. Tell the students that this activity will help each person to become aware of their individual qualities.

2. Pass out flower patterns. Students can color flower pieces or trace the pieces and cut them out of colored construction paper. Demonstrate to the students how to create their own special flower. Instruct students to draw their own face on the center or take photos of the students to place in the center. Each of the petals will represent special qualities they possess. On the first petal, have the students write something they can do well. On the second petal, have them write something helpful they do for their family and friends. On the third petal, have them write a way they can take care of themselves. On the fourth petal, have them write something that makes them smile.

3. Have students assemble flowers and write their names on the leaves.

4. Label bulletin board "How Does Your Garden Grow?" and display the special flowers.



SUBJECT AREA: Self Esteem

LEVEL: Upper Elementary

ACTIVITY: All About Me

TIME: 30-45 minutes

FOCUS: *The student will become aware of the individual characteristics of their classmates.*

MATERIALS:

Scissors	Pencils
Magazine	Crayons
Bulletin Board paper	Glue

PROCEDURES:

1. Discuss with the students ways in which they feel special. Give examples: special hobbies and favorite sports.

2. Put the students in groups of three. The students in each group will lie on the paper while the others trace their outline.

3. Use the magazines to cut out pictures of things they like. For example, favorite pets, foods they like, and activities they like to participate in. Tell the students to glue these pictures on their body outline. They may also draw pictures about what is special to them.

4. Tape the outlines around the room and have students discuss the activity and how each of them are unique because of the things they like.

SUBJECT AREA: Self Esteem

LEVEL: Upper Elementary

ACTIVITY: I Like Me

TIME: 20-30 minutes

FOCUS: *The student will verbalize acceptance and value of self.*

MATERIALS:

Pencil	Scissors
I LIKE ME worksheet	Glue
White paper	Magazines

PROCEDURES:

1. Distribute the I LIKE ME worksheet. Tell the students they will make a booklet, using the handout and several blank sheets of paper. Go over the handout and discuss each statement, explaining how important it is for each of them to be their own best friend.

2. Next, distribute blank sheets of paper. Write the following statements on the board and instruct students to copy the statements, responding appropriately:

   - Tell one nice thing you do for yourself.
   - Say one positive thing about yourself.
   - Tell some of the things you can do.
   - Tell something new you have learned to do for yourself.

3. Give each student a magazine when they have completed previous activity. Instruct them to cut out pictures of things they like to do, things they do well and things they like to do by themselves. Tell them to glue these pictures on the white paper.

4. Combine the sheets with the handout, adding a cover sheet and send the booklet home to share with their family.

5. To reinforce this activity read Nancy Carlson's book I LIKE ME.

NOTE TO TEACHERS:
Many people have difficulty recognizing and then verbalizing their own positive attributes. Being able to do so is a very healthy attribute and should be stressed by you, the teacher. You might begin this activity by filling out the worksheet yourself and then sharing it with the students.

For students who do not read or write, read the instructions to them. Instruct them to draw pictures of the things they like.

Reinforce and discuss the idea that being your own best friend means it is okay to be different from others and liking yourself for who you are. If you like yourself you are a better friend to others.

I LIKE ME

My name is_____.

I am a valuable person.

I like myself and I am my own best friend.

If I feel lonely, the wonderful things I do for myself are:

Read a book
Listen to music
Play ball
Play with my pet
Ride a bike
Fix a snack
Give myself a hug

I

LIKE

ME

SUBJECT AREA: Self Esteem

LEVEL: Upper Elementary

ACTIVITY: I Can Do It Myself!

TIME: 30 - 45 minutes

FOCUS: *The student will develop an appreciation of himself/herself as a unique individual.*

MATERIALS: Story sheet " I CAN DO IT MYSELF"

PROCEDURES:

1. Listen as I read the story "I CAN DO IT MYSELF." Paul is a boy who thought he needed someone to help him in everything he did.

   Paul was eleven years old today. His mom had fixed Paul a special breakfast before school. He depended on his sister to wake him up each morning for school, but she was having a hard time waking him up this morning.

   Paul finally decided he better get up after his mother had to yell at him. What could he wear to school? His mom forgot to get his clothes out for him. So Paul went to breakfast in his pajamas. "Why aren't you dressed yet?" asked his mom. "You forgot to get my clothes out," answered Paul as he sat down to eat the delicious breakfast his mom had fixed. "Well, you better hurry. You overslept and you might miss the bus."

   Paul finished breakfast rather slowly. When he got to his room, he went through his closet trying to find something to wear. His favorite shirt was in a pile on the floor. He would have to find something else. Paul finally called his sister to help him out.

After Paul finally got dressed and brushed his teeth and hair, he went to find his mom to tell her goodbye. "Where is my lunch, mom?" "Didn't you fix your lunch last night when your sister fixed hers?" asked his mom. "No, I thought you would do that for me," said Paul. "I guess you will have to do without today, Paul. You don't have time to make lunch now. Your bus will be here in three minutes."

Paul walked slowly to the bus stop. "Why can't anybody do what they were supposed to?" thought Paul! He knew he would starve today. And look at these old jeans my sister picked out for me. What a day this is going to be.

When Paul got to school he asked his friend Travis if he had copied his homework for him. Paul was shocked when his friend told him he did not have time last night. Now Paul did not have homework to turn in to the teacher. He would have another bad grade! Paul did not have the best handwriting, so he asked other students to do his work for him most of the time.

The end of the school day did not come too soon for Paul. And what a day it had been. No one had done for Paul what they had said they would. He would just have to find other friends to do his work for him.

When Paul got home his mother had a surprise dinner for him, complete with a birthday cake. When the meal was over, Paul's mom asked him and his sister to clear the table and wash the dishes. She had to go back to work for a night meeting and wouldn't be home until late. Paul complained that he was too tired to do anything else today and went to his room, leaving the work for his sister to do alone. "Maybe tomorrow will be different," thought Paul as he got into bed.

2. Discuss the following questions:
   - What things do you think Paul could do by himself?
   - Why should he learn to do things on his own?
   - What do you think might happen to Paul if he keeps on depending on others to help him?
   - Why is it important to learn to do different things on your own?

3. Let each child tell the class one thing they can do by themselves. Stress the importance of doing things for yourself and the confidence you gain by learning to help yourself.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: We Are Special

TIME: 30 minutes

FOCUS: *Students will name ways they are similar to their classmates and ways in which they are different.*

MATERIALS: White paper
Crayons
Recording - "Perfectly Fine" by Dolores Davis or
"I'm Special Just Because I'm Me" by Thomas Moore

PROCEDURES:

1. Tell the students to draw their faces on the paper, using the color of their skin, hair and eyes.

2. When they have finished ask them to sit in a circle with their drawings. Explain to them that this activity will help them see how they are alike and how they are different from each other. Ask the students with brown eyes to hold their drawings up and so on using all the eye, skin and hair colors.

3. Listen to the recording "Perfectly Fine" by Dolores Davis or "I'm Special Just Because I'm Me" by Thomas Moore and teach the song to the class.

PERFECTLY FINE
by Dolores Davis

I have *blue eyes
What do ya' know
I see, see, see every single day
I have blue eyes
What do ya' know
Blue eyes fit me perfectly fine.

*brown, green

I have *blond hair
What do ya' know
I brush, brush, brush every single day
I have blond hair
What do ya' know
Blond hair fits me perfectly fine.

*brown, black

I have *dark skin
What do ya' know
I scrub, scrub, scrub every single day
I have dark skin
What do ya' know
Dark skin fits me perfectly fine.

*light

(continued on next page)

I have long legs
What do ya' know
I walk, walk, walk every single day
I have long legs
What do ya' know
Long legs fit me perfectly fine.

*short

I have a big heart
What do ya' know
I love, love, love every single day
I have a big heart
What do ya' know
A big heart fits me perfectly fine.

NOTE: Stand up when the verse applies to you

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: My Emotions

TIME: 30 minutes

FOCUS: *To be aware of their own emotions and recognize those emotions in other people*

MATERIALS: Worksheets
Photographs of each student
Paper lunch bags
Glue
Crayons or markers
Construction paper

PROCEDURES:

1. A few days before this lesson ask the students to bring photographs of themselves from home. The teacher could take polaroid pictures of those students who do not have photographs of themselves or the students could draw a self portrait. Before implementing this activity, take six lunch bags and glue the feeling faces on the side of the bag. Display for the students to use during the week.

2. Distribute one lunch bag per student and instruct them to glue their picture on the front of the bag. Set aside a table in the room for the students to place their bags.

3. Pass out the worksheet and instruct the students to color and cut out the feeling faces and place in the six bags you have provided that correspond to each feeling face.

4. While they are doing this, discuss the feelings with the students. Talk about situations in which they might have experienced these feelings and that it is okay to have different feelings. Also, discuss appropriate and inappropriate times to show feelings.

5. Tell the students to choose a face from the feeling bag that describes his/her feelings for the day and put it in his/her bag. At the end of the week have the students look at the faces in their bags and discuss the various feelings they had during the week.

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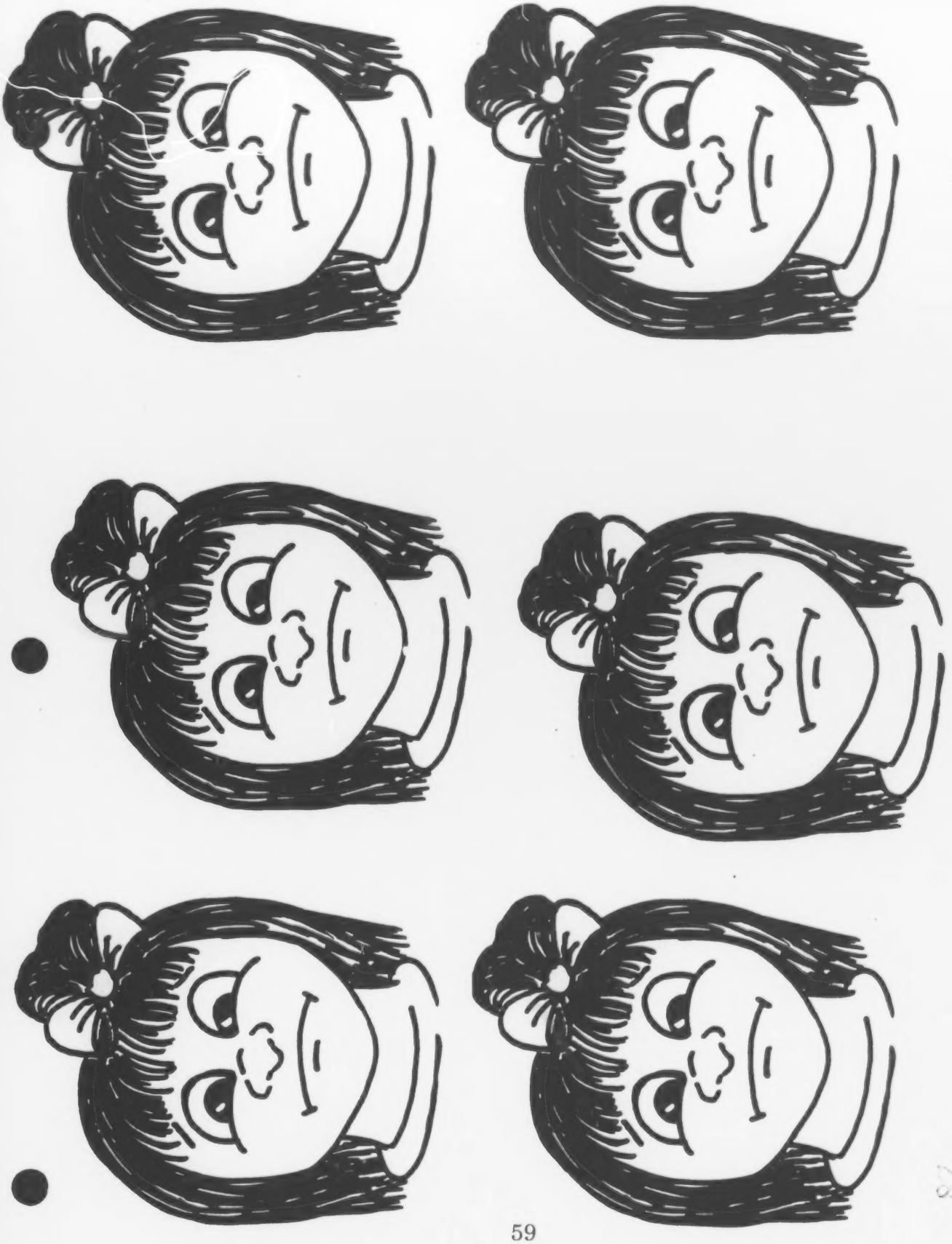

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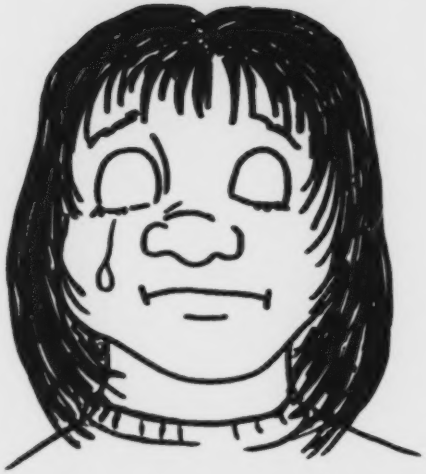

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SUBJECT AREA: Self Esteem

LEVEL: Lower/Upper Elementary

ACTIVITY: ME: The Only Person To Be!

TIME: 25-30 minutes

FOCUS: *The student will identify things that they like about themselves.*

MATERIALS: Chalkboard
Chalk

PROCEDURES:

1. Tell your class that each one of them is a very important person. Let them know that they are also very special. Ask if any of the students would like to share with the class something they like about themselves or something they are proud of about themselves. Allow the students to include things such as their smile, hair, race, learning a new hobby, having good manners, etc...

2. Write the students' responses on the board. At the end the discussion the students will make up a song with the comments that have been made by their peers to the tune of their favorite songs.

Some songs that might be applicable include:

1. Old Macdonald
2. Twinkle, Twinkle Little Star
3. Jingle Bells

Example for Old MacDonald:

Marcus Williams has brown hair
E-I-E-I-O
He also has a nice smile,
E-I-E-I-O
With a nice smile here and
brown hair there,
Nice smile, Brown hair
Everywhere a nice smile,
Marcus Williams has brown hair.
E-I-E-I-O.

SUBJECT AREA: Self Esteem

LEVEL: Lower Elementary

ACTIVITY: Chain of Feelings

TIME: 30 minutes

FOCUS: *The student will learn the concept of individual differences and those differences are what make us special.*

MATERIALS: Construction paper Crayons
Scissors Glue

PROCEDURES:

1. Introduce the activity by discussing students' individual differences. Ask "Are Denise and William alike?" "How are they different?" "Are their differences good or bad?"

2. Write the colors green, blue, yellow and red across the top of the board. Ask students to give examples of three of their favorite things, three dislikes, three things that make them happy and three things that make them angry. Give students one strip of construction paper; one of each color listed on the board. Tell the students to write three of their favorite things on the green strips. Write three of their dislikes on the blue strips. Write three things that make them happy on the yellow strips and three things that make them angry on the red strips.

3. Let students discuss what they have written. Point out that they all have different likes and dislikes. Each student is unique because they did not all have the same answers. Our class is unique because no other class would write the same likes and dislikes on their color strips.

4. Instruct the students to glue their strips to form a chain. The chain can be worn as a necklace or displayed in the room.

NOTE TO TEACHER:
If you make one long chain from all the strips you can point out to the students that the chain represents their class and that each student adds to the class' uniqueness.

Unit II: Social Skills

Dear Parents,

The unit that we are about to begin is "Social Skills." Under this unit we will be learning about building a school community, belonging to groups, families, and avoiding boredom and loneliness. The types of activities that the students will be doing are learning how to give and receive compliments, learning how to handle family problems, and learning how to interact with others in many different situations.

Some ways that you can help your child in the area of Social Skills are:

*Plan many home activities for your child to do with friends and family members. It is very important for families to do things together because it makes for a closer bond between family members. Examples of home activities are: camping, making dinner together (each person having their own job to do), bike riding, making cards for a friend or relative who may be lonely, etc. The list is endless! Use your imagination!

*Take your child with you all over town and teach him/her how to act appropriatly in different places (restaurants, grocery stores, the library, etc.).

*Have "family meetings" and include your child in discussions and decisions that may affect him/her.

There are many more activities that you can do with your child to promote social skill development. If you come up with any ideas for me to use, please let me know. I will let you know about all of the different activities that we will be doing in school.

Thank you for your cooperation!

SUBJECT AREA: Social Skills

LEVEL: Lower/Upper Elementary

ACTIVITY: Lean on Me

TIME: 15-20 minutes

FOCUS: *To help students learn the characteristics of friendships*

MATERIALS: Poster board or construction paper

PROCEDURES:

1. Write the following on poster board:

   RECIPE FOR FRIENDSHIP

   Be Kind

   Listen Well

   Be Thoughtful

   Be Nice

   Be Honest

   Help Out

   Play Fair

   Share

   Smile

2. Have a discussion with the students and brainstorm about some more ingredients for the "Recipe For Friendship." Add their ideas to the recipe.

3. Give each student a small posterboard. Using magic markers, let students copy the "Recipe For Friendship" adding some of the new ingredients that the class came up with.

NOTE TO TEACHERS:
Post the posterboard in the room so the children can see it every day. "Catch" the children being good friends. Say, "Tom, I like the way you are being a good friend to Tonya by sharing your markers."
"Sandy, I like the way you are sitting quietly and doing your work."
"Antonio, I like the way you are sharing your toys with Rosie."

As an addition to this activity, students can use magazines and cut out pictures of people who are demonstrating the qualities of a good friend.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Let's Communicate!

TIME: 15 minutes

FOCUS: *The student will look at different methods of communicating with peers.*

MATERIALS: None

PROCEDURES:

1. Discuss the importance of communication and how it effects our behavior. Some examples include:

   * People tend to make decisions for us when we do not express our own opinions.

   * However, when we express our opinions too aggressively or with too much force, we may lose friends or make our family unhappy.

2. Explain to the students that we should be assertive when we are expressing our own opinion. Some pointers include:

   * Look people in the eyes when you are talking to them.

   * Start your sentences with phrases such as "In my opinion" or "I feel."

   * Maintain a calm, understanding tone.

3. Remind the students that it is also very important to be a good listener. Model each behavior of the listener.

   * Nod to indicate interest or involvement.

   * Make open-ended statements to get more information.

   * Restate the thoughts of the speaker.

   * Reflect the feelings that he/she thought they heard.

4. Have students practice all of these pointers through role-modeling. Let them discuss their opinions on things such as:

   Punishment
   Illegal Drug Use
   Curfews
   Necessary School Courses
   Favorite Sport Teams and Why They are Important

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Talk To Me

TIME: 20-30 minutes

FOCUS: *To help students develop appropriate ways of communicating with others*

MATERIALS: Poster board
Markers

PROCEDURES:

1. Explain these rules to the students:

   * Greetings and salutations are things we say when we first meet people. We want others to know that we are happy to see them. Some ways to greet people are to say, "Hello! How are you?" or "Good Afternoon!" or "How are things going with you?"

   * Putting people down hurts feelings of other people. It is not healthy to make people feel bad about themselves. Even when you are only joking with others, people can be hurt or take your comments personally. Avoid phrases such as "Loser!" or "You airhead" or "So what?"

   * Other people's feelings should always be considered when we are with them. Too many compliments to somebody can make them doubt your sincerity. It is important not to invade other's body space. Some people feel uncomfortable hugging and touching. When your friends confide in you they sometimes just want you to listen. You do not always have to talk. It is important not to go overboard when you first meet somebody.

2. On a piece of poster board, print these rules for getting along with people:

   * Use salutations (expressions of greeting) and greetings
   * Do not put anybody down
   * Consider other people's feelings

3. Have students use the rules to role play the following situations:

* Using salutations and greetings:

  A friend walking in the restaurant in which you are eating
  Seeing your mailman at the store
  Standing next to a stranger in the lunch line
  Seeing your friend's mother in the hall at school

* Do not put anybody down:

  Arguing with a friend
  Harping on what a person does not know
  Getting less for Christmas than your friend
  Making a higher score on a test than your friend
  Judging a person by what he or she wears

3. Allow the students to create their own situations to play out. It may be a situation in which they have been involved recently.

4. Keep your rules available to the class throughout the year. Let the students know that when they abide by these simple rules everybody will benefit.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Getting Along With Others

TIME: 30-45 minutes

FOCUS: *Students will recognize appropriate ways of being part of a group.*

MATERIALS: Poster of rules
Magazines
Construction paper

PROCEDURES:

1. Discuss with the students how to better get along with our friends, family, and classmates (Examples: being helpful, giving compliments, being kind, being positive, being sincere). Talk about things we say and do that make people feel comfortable around us and glad to be with us. Print "Rules for Getting Along With Others" on a large poster or the blackboard. Pass out magazines and instruct students to cut out pictures showing people getting along and glue to construction paper. Write "Getting Along With Others" at the top of the paper.

2. Then discuss how the unkind things we say to others could hurt their feelings or make them feel bad about themselves. Even when we say things in a teasing manner, people may feel hurt.
Examples: "Hi, shorty." "You are so stupid. Can't you do anything right?" "Where did you get those nerdy glasses?" "Let ME finish the poster. You are too slow."

3. Talk about the importance of considering other people's feelings when we are with them or have just met someone. If you are in a bad mood, don't take it out on everyone else. If you have just met someone for the first time, be sure not to issue too many compliments so that you come across as being insincere. It is nice to compliment others, but if you give too many compliments, they might wonder if you are sincere. It is nice to hug and act happy to see someone but sometimes people do not feel like being hugged or it is not an appropriate time to hug. A handshake may be more appropriate. Try to be aware of other's feelings and act accordingly.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Buddies

TIME: 10-15 Minutes

FOCUS: *To provide students an opportunity to learn about the buddy system and its importance in their life*

MATERIALS: None

PROCEDURES:

1. Go over the characteristics of a good friend from the previous activity. Discuss with students the characteristics of a "best" friend. Explain that sometimes we call our friends "Buddies."

2. Explain that having one good friend with you when you are riding bikes, walking, shopping, swimming, etc. is a smart idea. You can look out for each other and possibly keep each other safe from danger. This is referred to as the buddy system. It makes you and your friend a team.

3. Brainstorm situations in which having a friend around makes the situation easier to handle.

   Examples:
   - -Watching out for a friend who has just learned to swim
   - -Reminding a friend not to talk to strangers
   - -Helping a friend deal with anger, hurt, or loss
   - -Reminding a friend that cigarettes are dangerous when someone is pressuring him/her to smoke

4. There is safety in numbers. It is easier to say no to peer pressure when there is someone to back you up.

5. Assign each student a "buddy" for the day (or week) and have them watch out for each other.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Compliments

TIME: 30-45 minutes

FOCUS: *The student will practice giving compliments to others.*

MATERIALS: Post-it note compliments

PROCEDURES:

1. Define compliment. A compliment is an expression of admiration or praise; flattery. Ask students to give examples of compliments they have received in the past week. Give them ideas to get them started: "I like your new shoes," "Thank you for doing a good job on the class project," and "I like your smile."

2. Ask the students how they felt when they received a compliment and what their response was to the compliment.

3. Tell the students that giving and receiving compliments may be uncomfortable at first, but to remember how good it feels when someone recognizes something positive about them. Discuss appropriate ways of responding to compliments. For instance, "thank you" or "thanks, I appreciate that." Be gracious when receiving compliments and do not put yourself down.

4. Let the students role-play giving and receiving compliments in different situations - on the bus, in the classroom, at home, or on the playground. Practice giving compliments to others by having the students sit in a circle and give a compliment to the person on their right. Have the person receiving the compliment give an appropriate response.

5. Pass out compliment coupons for the students to write a compliment to one of their classmates and give to that person. Everyone should receive a coupon with a compliment on it. You might accomplish this by assigning names to each student. They may also take compliment coupons home to present to someone in their family.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Autograph Book

TIME: 30-45 minutes

FOCUS: *To help students learn to look for the positive in others and to enable them to express those feelings*

MATERIALS: Blank paper
Construction paper
Yarn or staples

PROCEDURES:

1. Have students sit at tables to make their autograph books. Cut sheets of 8"X11" paper in to four equal pieces. Cut an 8"X11" piece of construction paper in half. Use the construction paper as the cover of the autograph book by folding in half. Staple the book together or punch holes in the side and tie with yarn. Tell the students to write "MY FRIENDS" on the front of their book and their name in the bottom corner.

2. Tell the students to pass their books around the table and to sign their name to their classmates' books and write one or two POSITIVE characteristics about that person. When each table has finished, gather the books and pass around to the other tables.

3. Let the students take the books home to share with their family and have them to write a few positive comments in the child's book. You may want to let the students read their books after all have been signed. Make sure no one has made any negative comments as the students are writing.

NOTE TO TEACHERS:
This activity should come after the students have been introduced to making positive comments to each other. Stress that NO negative comments should be made. Everyone has positive attributes.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Good or Bad Fortune?

TIME: 20-30-minutes

FOCUS: *To teach students that getting along with others is essential in everyday living*

MATERIALS: Container
Fortune cookies
Slips of paper

PROCEDURES:

1. To prepare for this activity, write situations on a slip of paper and insert in fortune cookies. If fortune cookies are not available, place slips of paper in a container. Pass cookies to students or have them draw a situation from the container. Inform students that each fortune cookie contains a slip of paper with a particular situation on it.

2. Allow students to eat their cookies so that they can get to the message.

3. Proceed by asking students to tell whether or not what the slip says is a good or bad way to get along with others. If their situation suggests a negative behavior, ask the students what the appropriate response would be to the situation.

Situations:

-You see a friend who has new glasses. You call him "four eyes."

-Your brother fell and hurt his knee. You take him in the house and clean his knee and put a bandage on it.

-A classmate lost his lunch money on the bus. You share your lunch with her.

-A friend is upset because he can't find his homework. You laugh and tell him how much trouble he is going to be in.

NOTE TO TEACHERS:
Fortune cookies can be purchased at grocery store.

You could further this activity by asking students to tell of a situation they have been involved in that was a positive way of acting towards others.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: I've Been Hurt

TIME: 30-45 minutes

FOCUS: *Children will learn that teasing is unkind and that it can keep you from making friends.*

MATERIALS: Teasing situations written on slips of paper

PROCEDURES:

1. Talk to the students about how teasing others makes them feel bad and often makes them angry. We can learn how teasing causes hurt feelings and can cause other students not to like you.

2. Discuss situations the students have been in where they have been made fun of or have made fun of someone else. Write their ideas on slips of paper and have the students role play different situations listed. Have the students play different roles - teaser and teasee.

3. Next ask the students to discuss how they felt about being teased and about being the teaser. Talk about ways to deal with teasing appropriately.

Common situations:

Someone calling you names.
Someone taking your cap.
Someone hitting you.
Being laughed at when you make a mistake.

Appropriate ways of dealing with teasing:

Smile and walk away
Ignore the person

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: You Help Me and I'll Help You
(This activity follows "I've Been Hurt")

TIME: 30-45 minutes

FOCUS: *Instead of teasing others the students will learn ways to help others when they have a problem.*

MATERIALS: Handout (Teasing situation)

PROCEDURES:

1. Pass out the "Alvin and Anthony the Ants" worksheets. Before starting this handout discuss the ideas that were generated during the "I've Been Hurt" activity...how to deal with teasing and what to say when they are teased.

2. Discuss how Alvin Ant and his friend, Anthony, can work together to solve the problem they have rather than teasing and making fun of someone who has an accident.

I am Anthony the Ant.

I dropped my new plant that was a present for my sister.

I feel_____

because I broke the plant.

Alvin the Ant laughed at me and made fun of my clumsiness.

His laughing makes me feel_____.

I am Alvin the Ant.

I laughed at Anthony the Ant for dropping his plant.

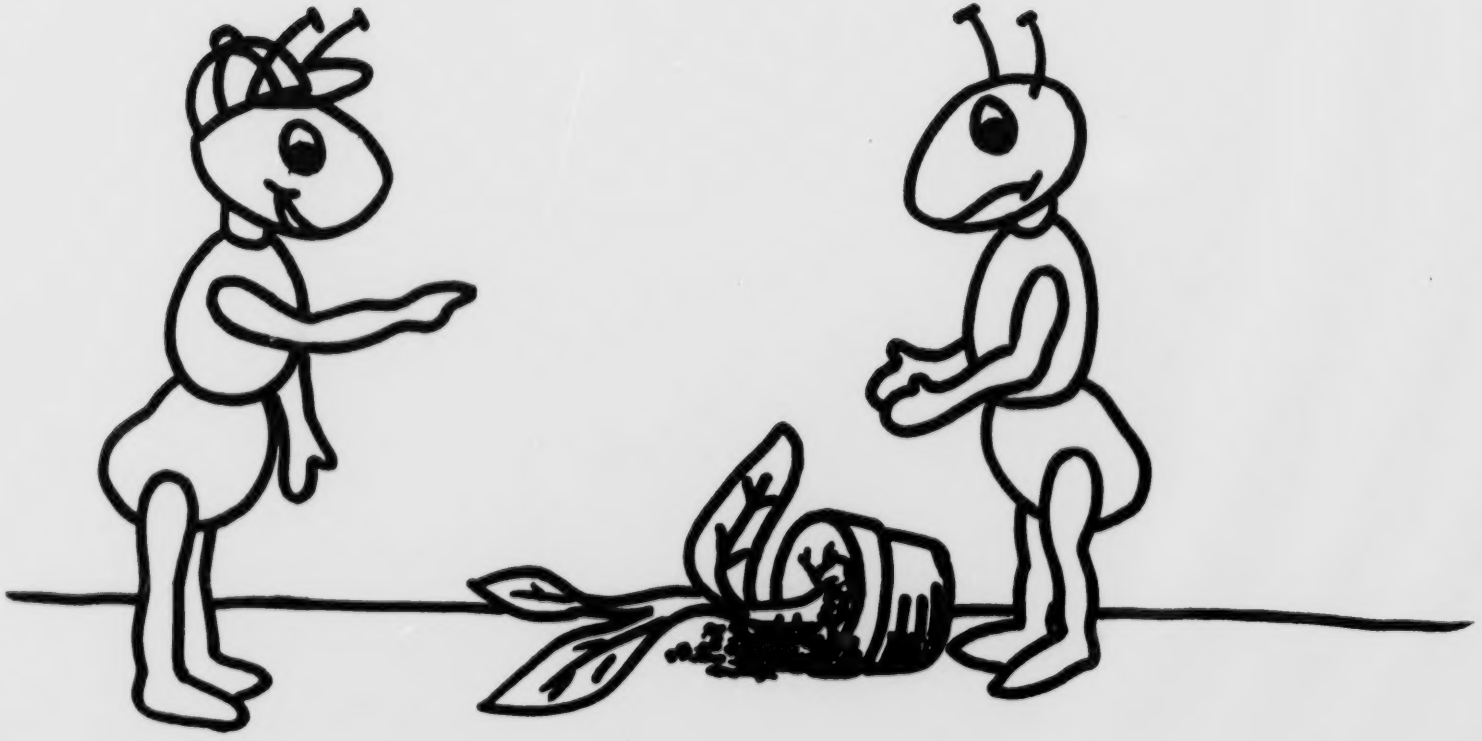
I learned that it hurts other's feelings when I tease them.

Now I am helpful and want to be his friend.

When I am kind and helpful I feel_____.

Instead of teasing others, it is better to_____

_____.



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125

126

92

12

123

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Don't Bug Me

TIME: 30-45 minutes

FOCUS: *Students will learn how to respond positively to people who bug or bother them.*

MATERIALS: Bug Jar
Bug Paper
Pencils

PROCEDURE:

1. Place a "Bug Jar" (container you have labelled with "bug paper" provided) on a table located in a strategic place in the room. Explain annoying behavior or what it means to be "bugged" to the students. Ask them to give a few examples of what bothers or bugs them about other people's behavior (pushing in line, loud talking, name-calling). Tell the students to write two to three "Bugs" (bothersome behavior of others) on the bug sheet provided and put in the bug jar.

** Stress to the students to refrain from name-calling when writing their concerns.

2. Read the behaviors to the class and ask them how they feel in each situation. Help students who are unsure by giving examples: say nothing because you are afraid of hurting someones feelings, not knowing what to say.

3. Next, ask students to respond to the bothersome behaviors by telling what they do or how they would respond to someone who is bothering them. Sometimes the best way to react to situations is to ignore the behavior and walk away.

4. Provide positive responses to annoying behavior:
"When you borrow my pencil without asking, I can't find it and therefore cannot do my work. Please ask me next time."
"I would appreciate it if you would ask before borrowing my glue."

5. Now act out situations applying the new positive ways of responding to annoying behavior.

DON'T BUG ME

SUBJECT AREA: Social Skills

LEVEL: Lower Elementary

ACTIVITY: Our Classroom

TIME: 45 minutes

FOCUS: *To help children understand the importance of being part of of a cooperative group*

MATERIALS:

Bulletin board paper	Crayons
Scissors	Markers
Magazines	Glue

PROCEDURES:

1. Tape a large piece of bulletin board paper on the wall of the classroom. Write "Our Classroom" at the top of the paper. Divide the children into groups. Assign the groups a classroom activity to draw on a large piece of paper that will become a class collage. Emphasize the importance of working together as a team. Suggest activities to illustrate such as music, block area, art, working puzzles, library corner.

2. Use magazines to cut out pictures that illustrate things they enjoy doing in the classroom or on the playground and glue on the mural.

3. When the mural is complete, discuss with the children feelings they had while working on the group activity (accomplishment, anger, happiness, frustration, cooperativeness). Help them express feelings of accomplishment, frustration and cooperation. Talk about how cooperation helps to establish a happy classroom environment.

SUBJECT AREA: Social Skills

LEVEL: Lower/Upper Elementary

ACTIVITY: I'm Responsible

TIME: 30-45 minutes

FOCUS: *To enable students to learn responsibility at home and school*

MATERIALS: Worksheet

PROCEDURES:

1. Define RESPONSIBLE. Responsible is being dependable, reliable, and trustworthy. Explain that we are being responsible when we choose to follow rules.

2. Discuss ways to be responsible at home and school. Examples:

   At school: taking turns
   sharing materials
   asking permission to leave your desk
   raising your hand to ask questions
   finishing school work

   At home: putting things away
   helping with tasks around the house
   asking permission to leave the house
   being helpful to a younger sibling

3. Pass the worksheets out to each students. Instruct them to write their name on the face of the body outline. Write ways they are responsible at home and at school. Students can take the activity home to share with their family.

I AM RESPONSIBLE

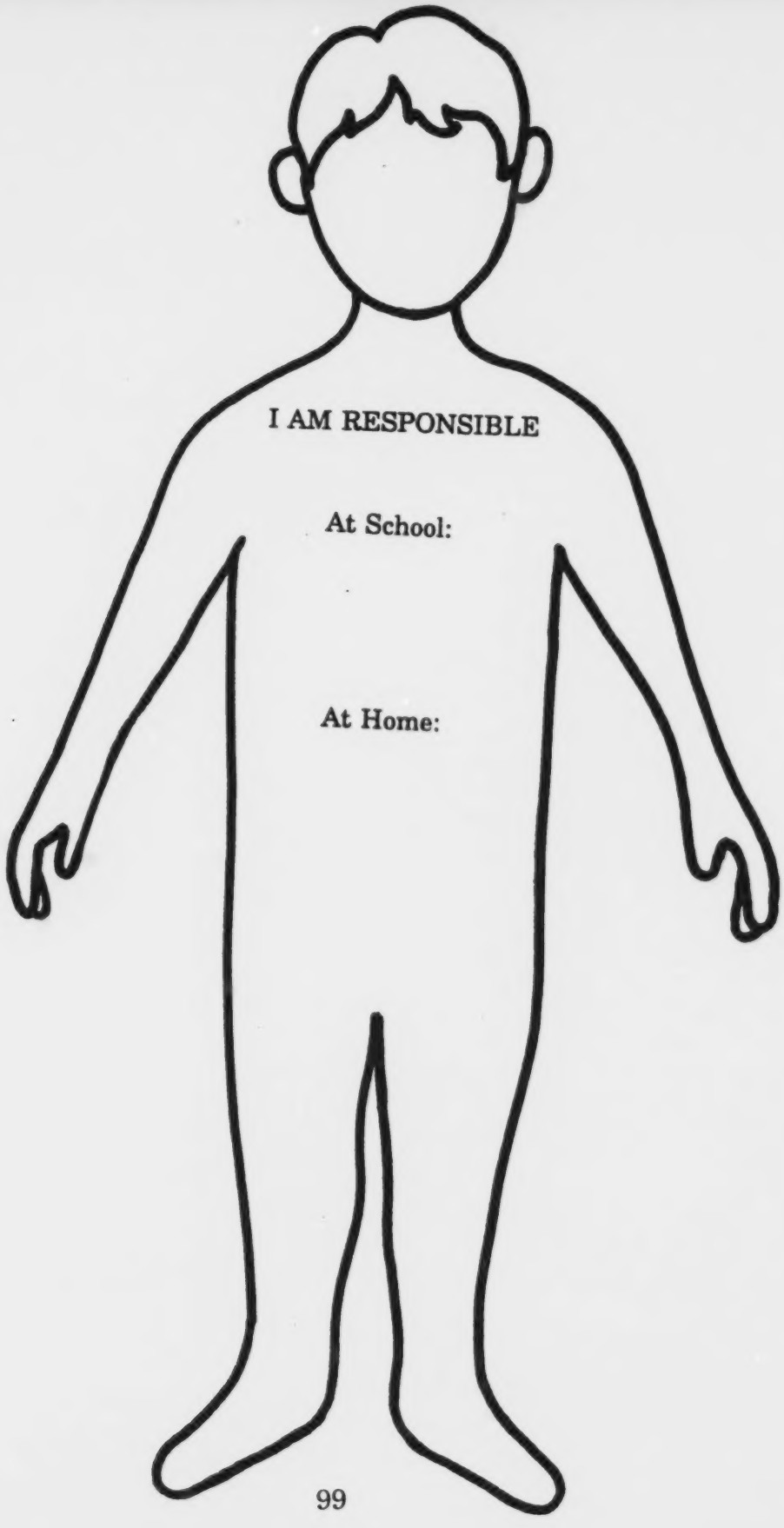
I AM RESPONSIBLE

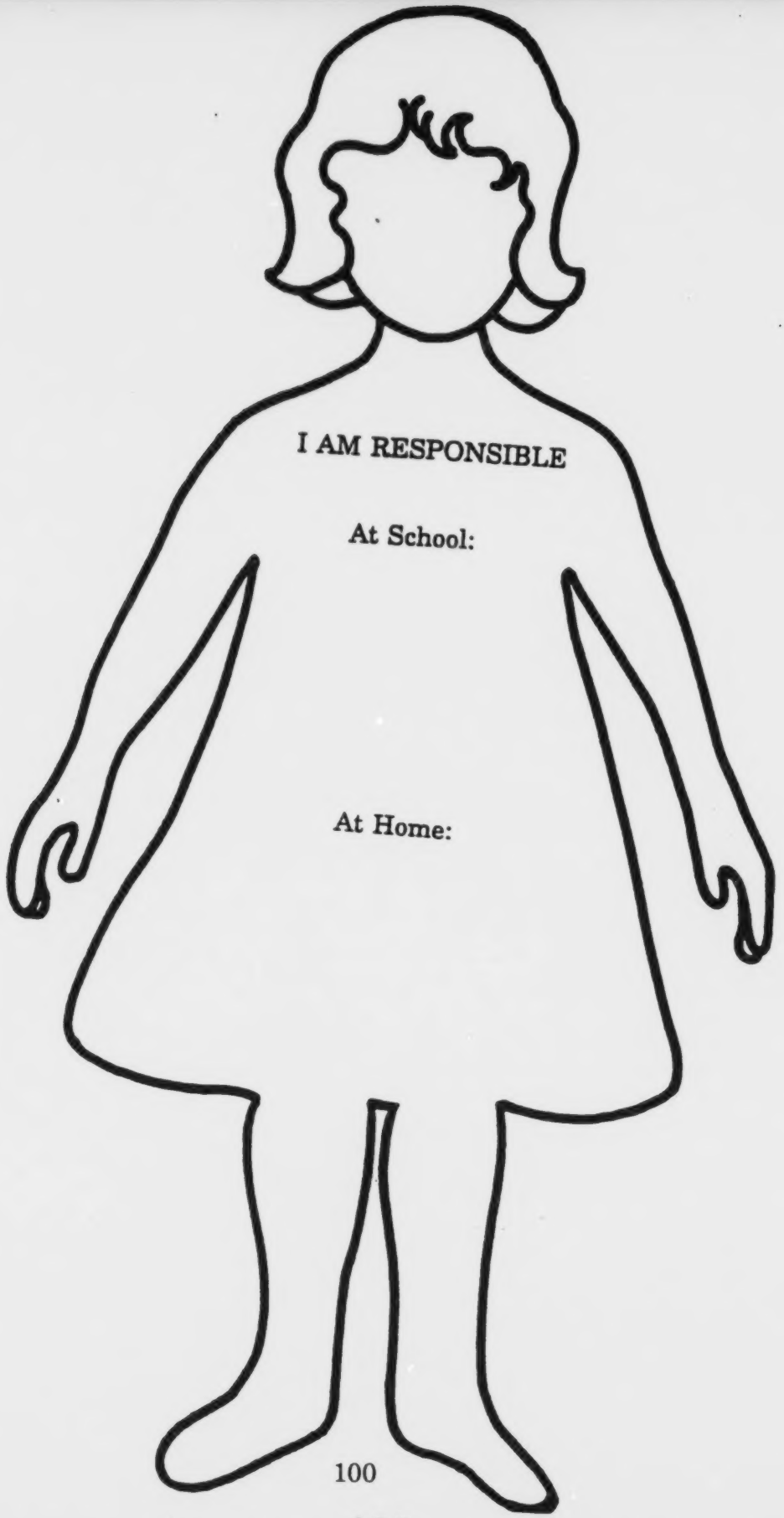
At Home:

At Home:

At School:

At School:


I AM RESPONSIBLE
At School:
At Home:


I AM RESPONSIBLE
At School:
At Home:

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Spin A Web

TIME: 30-45 minutes

FOCUS: *To illustrate the importance of cooperating with others in a group project*

MATERIALS: Yarn
Inflated balloons

PROCEDURES:

1. Divide the students into groups of five and have each group sit in a close circle. Give each group a ball of yarn and instruct them to spin a web as they listen to a record or story.

2. Spinning a web can be done by tossing the yarn from person to person in the group. Each person should hold tightly to the string as the yarn is tossed. Start by giving the ball of yarn to one person in each group and have them toss to another student in their group. Continue until a significant web is woven.

3. When the groups have spun a significant web, place an inflated balloon on top of each web. Instruct the students to try to bounce the balloon without letting go of the yarn they are holding.

4. Have one person in each group let go of their string while the rest of the group continues to try to bounce the balloon. Continue to have each student let go of their yarn until only one person is holding a piece of yarn.

5. Discuss what happened when one person let go of their yarn. What happens when two people go? What about three, etc.?

6. Discuss why it was necessary to work together. For example, in order to accomplish a goal each student plays an important role in reaching that goal; it develops a sense of accomplishment and self worth.

SUBJECT AREA: Social Skills

LEVEL: Lower Elementary

ACTIVITY: "Stone Soup"

TIME: 30 minutes

FOCUS: *Students will learn to work together in a class project.*

MATERIALS:

Large cooking pan	Hot plate
Water	Bowls
Salt/pepper	Spoons
Parent letter	Stone Soup by Tommie DePaola

PROCEDURES:

1. Read the story Stone Soup by Tommie de Paola to students. Explain how the visitor motivated the town people to work together to accomplish a common goal. Tell the students you are going to work as a class to accomplish a goal.

2. A few days before making the soup, assign each student a food item to bring for making soup. Send the attached letter home to parents asking for their help. (Ask the parents to wash and cut the food up before sending to school). Remind the students how important it is for EACH of them to bring their assigned item. Also discuss the importance of working together to accomplish a common goal.

3. Let each student help prepare the soup by putting the food item they brought into the pot. After soup has cooked, enjoy a delicious meal.

Parent Letter For Stone Soup Activity

Date

Dear Parents:

This week we will be working on a class project to help the students learn the importance of working together as a cooperative unit to accomplish a common goal. We are going to make "soup" for the class on _____. Each student will be assigned an item to bring to school for the project. It is important that everyone participate. Please send the following item to school tomorrow:_____.

Thank you for your cooperation.

Sincerely,

Teacher's Name

SUBJECT AREA: Social Skills

LEVEL: Lower Elementary

ACTIVITY: Helping Hands

TIME: 30 minutes

FOCUS: *To give students opportunities to be helpful to one another*

MATERIALS: Blank pieces of paper for each student
Scissors
Crayons

PROCEDURES:

1. Have the students sit in a circle. Hand out pieces of paper and have the students trace their hand and color it.

2. Instruct students to think of something helpful they could do for another person in their school. After discussing different situations with the students tell them to turn to the person to their right and give their drawn hand to that person. Tell them that they will be helpful to that student for the day.

NOTE TO TEACHERS:
You may want to continue this activity for several days so students can be helpers to different classmates.

SUBJECT AREA: Social Skills

LEVEL: Lower Elementary

ACTIVITY: Things To Do

TIME: 30 minutes

FOCUS: *Children will learn that working together and cooperating is necessary to solving a common problem.*

MATERIALS: Sponges
Spray bottles of water or mild detergent
Broom and dustpan
Feather duster
Paper towels
Job Jar
Slips of paper with jobs

PROCEDURES:

1. Place the job jar and cleaning supplies in a central location, such as the housekeeping center. Explain to the class that there are areas in the classroom that need cleaning every day. Ask them to list some jobs they think are necessary to keep the room clean. Write the jobs on slips of paper and place in the job jar. Let the children take turns drawing jobs from the jar and then doing the job.

2. At the end of the day talk about how their hard work helped improve the appearance of the classroom.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Good News

TIME: 5-10 minutes each day for a week

FOCUS: *To help students learn how to express feelings to others about the way they are treated*

MATERIALS: Chart with students names
Paper
Pencil

PROCEDURES:

1. Every day for a week have the students relate a helpful act they have observed between classmates (sharing school supplies or helping with school work). Ask the person receiving the help to tell how he/she felt. Discuss with the students how it feels to be treated with respect and kindness.

2. Observe students' behavior toward one another each day for a week. Use a chart to record positive actions on each students part. Have the students write a positive comment about someone in the class who has been the most helpful. Select a student to be the "Helper for the Day" based on the positive comments made by the class.

NOTE TO TEACHERS:
You may choose to make this an ongoing activity.

Student's Name	Loaned school supplies	Helped with schoolwork	Let someone be first in line	Said thank you
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

SUBJECT AREA: Social Skills

LEVEL: Lower Elementary

ACTIVITY: This is My Family

TIME: 20 minutes

FOCUS: *To help students to identify their family members and their different attributes*

MATERIALS: Play dough (Recipe included)
People Cookie cutters

PROCEDURES:

1. Explain to the students they are going to create their family with play dough. Let them play with the dough for a while just for fun then instruct them to create people. You may have to give them some guidance at first in making people. When they feel confident in making people tell them to create their family.

2. After the children are finished making the playdough people, let each child show how they made their family members and explain why they made each member that way. For example, "I made this one tall and skinny, because my sister is tall and skinny." The teacher should point out that everyone's family is different and that difference is a good thing.

NOTE TO TEACHERS:
For those students who are unable to make figures, let them use the cookie cutters. Be sure to use male and female cookie cutters. Gingerbread cutters can be used for this purpose.

RECIPE FOR PLAY DOUGH:

2 cups of flour
3/4 to 1 cup of salt
food coloring
1/2 cup of hot water
1 tablespoon vegetable oil

Mix the water and vegetable oil, stir in salt and then flour. Using hands, work the mixture until it is like bread dough and smooth. Add more water or flour if necessary.

*This recipe could be made in the classroom by the students.

SUBJECT AREA: Social Skills

LEVEL: Lower elementary

ACTIVITY: Family Fun

TIME: 30-45 minutes

FOCUS: *To help students identify favorite family activities*

MATERIALS: Construction paper or typing paper
Magazines
Scissors
Glue

PROCEDURES:

1. Have the children cut pictures out of magazines of things they like to do or would like to do with their family. Encourage them to select more than one activity. Each student can glue their pictures on construction paper.

2. Let the students discuss their collage with the rest of the class.

3. Instruct the students to take their collages home to share with their families.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Placemats for My Family

TIME: 30 minutes

FOCUS: *By designing placemats for their family, children learn the importance of doing positive things for their families.*

MATERIALS: 9x12 inch pieces of construction paper
or wallpaper samples
Crayons or markers
Clear contact paper (optional)

PROCEDURES:

1. Give each child a piece of construction paper and have them draw a design around the edge of the paper.

2. Cut six or seven parallel slits in the paper (widthwise). Give the children several strips of different color construction paper to weave in and out of the slits. Glue or tape the strips of paper to the back of the placemat.

3. Laminate or cover placemats with clear contact paper to make them last longer.

NOTE TO TEACHERS:
These placemats can be used on My Special Friend Day.

SUBJECT AREA: Social Skills

LEVEL: Lower/Upper Elementary

ACTIVITY: My Special Friend

TIME: Several days for 30-45 minutes

FOCUS: *To help students practice decision-making, cooperating as a group and taking responsibility for another person*

MATERIALS: Snacks
Invitations
Camera - optional

PROCEDURES:

1. Explain to the students the importance of showing others they are special to us. One way the class can do that is to plan a party for those special people.

2. Encourage students to plan refreshments and other special activities. Guide them in selecting nutritious snacks and in sharing the responsibilities. Assign each student a food or decoration to be responsible for bringing. Tell them to suggest a day and time for the party and to put that information on the invitations.

3. Ask the students to think of a special adult friend they would like to invite to the party. Make sure each child will have a special visitor there - librarian, principal, school counselor, lunch room worker, or church member.

4. Have students make an invitation to send to their special adult friend.

5. Fold a sheet of construction paper in half. Have the students draw a picture on the inside of the card and sign their name. Older students can print a message "Please Come" or "You are Invited."

6. Help the children print their special friend's name on the front of the card. Outline the name in glue, then sprinkle with glitter.

7. Make envelopes from construction paper by folding bottom half of paper to within two inches from the top. Staple sides together, insert card, and fold top over to make an envelope.

8. On the day of the party, have each student introduce their visitor and sit by their visitor during snacks. Take pictures of the students and their visitors if a camera is available.

9. After the party involve the students in cleaning up.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: How to Handle It!

TIME: 30-45 minutes

FOCUS: *The students will learn three different types of behavior exhibited when confronted with peer pressure.*

MATERIALS: Chalkboard and chalk

PROCEDURES:

1. Write the following words and their definitions on the board:

PASSIVE: not active or submissive; a lack of energy to speak up for oneself; not moving.

AGGRESSIVE: meanness, anger toward others to the point of hurting them either physically or mentally; talking loud; glaring looks; overbearing.

ASSERTIVE: stating firmly and positively; looking directly into the eyes of the speaker; smooth, clear, and firm voice

Explain to students that these words help describe three types of behavior that people exhibit in responding to pressure by others. How you say no is just as important as what you say. Body posture, eye contact, and voice tone in addition to what you actually say are equally important when responding to pressure by friends.

2. Role play each type of behavior.

How to Say NO and Mean It!

When people try to get you to do something that you don't really want to do... or they are doing something that you don't want THEM to do, you can VOICE your opinion, say NO, or refuse! You can do these things in a way without hurting their feelings or making them angry.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Who Can I Turn To?

TIME: 15 minutes

FOCUS: *To help students identify adults they can turn to when they need help*

MATERIALS: Chalkboard and chalk

PROCEDURES:

1. Lead a discussion concerning the trusted adults in the students' lives; people they can talk to when they have a problem, no matter how big or small the problem may be. Write their ideas on the board.

   Examples:
   - Parents
   - Teachers
   - Principal
   - Preacher
   - Aunt/Uncle
   - Grandparent
   - Friend's parents
   - School counselor

2. Instruct the students to list situations in which they would seek someone to help with their problems. Try to use real situations that they might be confronted with. Have them role-play the different situations and give suggestions to each other as they complete each scenario. Take the lead at this point and share a situation in which you had a problem as a child and who you turned to.

Situations:

- A friend is caught drinking alcohol at school. You are concerned about her, but you don't know what you can do to help.

- Your grandfather is very sick and you need someone to talk to. You don't want to talk to your mom because she is very upset.

- You made a bad grade on a test because you did not understand the material covered. You must get the test signed by a parent.

SUBJECT AREA: Social Skills

LEVEL: Upper elementary

ACTIVITY: My Group

TIME: 30-45 minutes

FOCUS: *Students will identiy groups to which they belong as well as how to act appropriately in these groups.*

MATERIALS: Paper
Pencil

PROCEDURES:

1. Discuss groups with the class. Define the word "group." Talk about how groups can be different - there are organized groups, such as football teams and there are unstructured groups, such as people who ride the same bus.

2. Tell the students to list at least 5 groups to which they belong. Give them examples: classroom at school, church, bus number, grade in school, athletic team. Share the lists.

3. Ask the students the purpose of the group - what do they do together? How do they get things done?

4. Tell the students to form an imaginary group. Explain it can be an organized group, such as a sports team or it can have a specific job, such as cleaning the classroom. The students should use the following guidelines in developing their group:

   a. Give the group a name.
   b. List the members of the group.
   c. How are members selected for the group?
   d. What makes this group different from other groups?
   e. Is this a group you would want to belong to? Why?
   f. Is there a group leader?
   g. If the group has rules, list them.

SUBJECT AREA: Social Skills

LEVEL: Lower/Upper Elementary

ACTIVITY: Following The Rules

TIME: 30-45 minutes

FOCUS: *To help students understand the importance of rules.*

MATERIALS: Chalkboard or poster paper

PROCEDURES:

1. Discuss with students the definition of RULE and that we have rules because rules provide us with safety and order. Talk about the importance of everyone following rules.

2. Talk about what school would be like if there were no rules. Emphasize that rules are for students' protection and safety and give us guidelines on how to act appropriately.

3. Instruct the students to brainstorm and come up with a set of rules for the classroom and school. Have them come one at a time and write their ideas on the board.

NOTE TO TEACHERS:
The teacher could write the rules as the students are brainstorming.

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Help! I Need Somebody!

TIME: 30-45 minutes

FOCUS: *Students will learn to follow rules.*

MATERIALS: Handout

PROCEDURES:

1. Review the definition of a RULE. Discuss school rules, home rules and community rules. Explain that some rules are responsibilities - such as taking the garbage out at home, bringing homework to school.

2. Talk about what happens when rules are broken. Give examples. Point out to students that we make our own decisions whether to follow rules or break rules.

3. Pass out the handout. Discuss orally the situations with the class and ask for their input.

RULES/RESPONSIBILITIES

Situation #1:

Your mom tells you to be home at 3:00 because she needs you to babysit. You did not get there until 4:00.

How does your mom feel?
Why?

Situation #2:

Someone in your class is supposed to bring Kool-Aid for the class picnic. She forgot.

Does it matter?
Why?

Situation #3:

You were to feed the fish before going away for the weekend. You forgot!

Does it matter?
Why?

Situation #4:
Someone was supposed to take the garbage out, but they forgot.

Who will care?
Why?

Situation #5:

Your church group planned an outing to pick up trash at the playground. Someone forgot to bring trash bags.

Does it matter?
Why?

Situation #6:

The school building was broken in to. The computers were stolen.

Who cares?
Why?

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Sharing/Caring Rules

TIME: 45 minutes

FOCUS: *To help students think about and write positive rules concerning how to treat others*

MATERIALS: Poem
Poster board
Marker

PROCEDURES:

1. Read the following poem to the students. Instruct them to listen closely.

This is a poem about the rules,
We use each day at home and school,
Rules that help both you and me-
Can you think of two or three?
(Ask for students' responses: Example - Be kind to one another.)

Some rules help to keep us safe
From bumps, bruises, and nasty
scrapes.
(Ask for students' responses: Example - Do not run in the hall.)

Some rules help to keep us well
From colds and flu and mumps that
swell.
(Ask for students' responses.)

Some rules help to show we care
For friends and people everywhere.
(Ask for students' responses.)

Use these rules at work and play
And you'll have friends throughout
the day.

2. After discussing the last question of the poem, have the students recall school rules and why it is important to follow rules. Example: What would happen if students ran in the hallway and cafeteria?

3. Ask the students to state reasons why we have school rules. Example: for our safety and to help us learn in a positive environment.

4. Tell the students they will help you write sharing/caring rules for their classroom. Explain that these special rules make the room a happy place for everyone because they show us how to treat each other and how we can get along.

5. Read examples of classroom problems and have the students decide on rules that would help avoid these problems.

6. After this discussion write a list of sharing/caring rules on poster board for the class. Examples: share your smile, be a good listener, and showing kindness to others. Tell the class to help one another follow these rules by telling their classmates you appreciate their kindness or help.

Poem taken from Lion's Quest, Life Skills.

SITUATIONS FOR DECIDING ON RULES

Read each situation and ask what rule would help avoid that problem. The suggested rules are listed after each example, but allow the students to word their rules in a way that is meaningful to them. If the names of the children in the examples of negative behavior are the same as any of your students, use different names.

Jane saw Anthony using the red marker she needed to finish her picture, so she grabbed it away from him and finished her work. (Take turns and share).

Katie asked Allyn to walk home from school with her.
Allyn said, "I should call and ask my father first."
"Oh, don't be such a baby!" Katie told her.
"I am not a baby!" Allyn replied, but she felt like crying.
(Don't call anyone names).

"Kim, would you help me read this book?" Sandy asked.
"Are you kidding? I don't have time for you," Kim answered.
(Be helpful to others).

Maria was sitting by the teacher at lunch. Susan wanted to sit there too, so she pushed Maria off the chair and sat there herself.
(Take turns, Be kind to others.)

During snack time the teacher put some popcorn in the middle of the table. Several children grabbed as much as they could and there was not enough for everyone.
(Share).

SUBJECT AREA: Social Skills

LEVEL: Lower/Upper Elementary

ACTIVITY: Let's Pretend

TIME: 30 minutes

FOCUS: *To help students apply the sharing/caring rules to different situations*

MATERIALS: Beanbag
"What Ifs" worksheet

PROCEDURES:

1. Discuss with students the importance of rules in our lives. Review previous activity "Sharing/Caring Rules." Have the students sit in a circle. Explain that you are going to read different situations to them, so they should listen carefully. After reading a situation, randomly throw the beanbag to different students. That student will decide what would happen if rules were or were not followed and share his idea with the class. Start this activity by choosing an outgoing student to be first.

2. After discussing the first student's ideas, instruct students to return the beanbag to you so someone else can have a turn. Read the next situation, then toss the beanbag to a different student. Continue until all students have a turn.

Examples:

What if you shared your markers with a classmate?

What if you fell and scraped your knee and everyone laughed?

What if you lost your book and no one would help you find it?

SUBJECT AREA: Social Skills

LEVEL: Upper Elementary

ACTIVITY: Telephone Book Scavenger Hunt

TIME: 30 minutes

FOCUS: *Through a scavenger hunt, students will learn to identify helpful resources using the telephone book.*

MATERIALS: Telephone book
Paper
Chalkboard (or butcher paper)
Pencils

PROCEDURES:

1. Have a discussion about different problems that may arise in a family situation. List these on the board. Then have the students come up with possible solutions to the problem.

2. Show students how to find and use information in a telephone book. List the following situations on the board and have students work in teams of two or three to look up each resource. Have them write the name of the resource and the phone number.
   Example: Doctor - 323-0004.

Situations:

- someone has fallen out of a tree and appears to be hurt
- your cat needs shots
- someone is breaking into your house
- your grandmother asks you to call a cab
- you need to go to the dentist
- you need to call your brother or sister at their school

*Add other situations as applicable (restaurants, movie theatre, etc.)

Unit III: Decision Making

Dear Parents,

The unit that we are about to begin is "Decision Making." Under this unit the students will be learning about friendships, peer pressure, and problem-solving skills. The "Decision Making" unit will involve many role-playing situations where the students will learn how to interact with each other in order to solve a common problem. There will also be some friendship and peer pressure situations for the students to deal with. It is very important that children learn how to handle peer pressure and are able to say "no" at the right times.

Some ways that you can help your child in the area of decision making are:

*Put out 2 or 3 different outfits each morning and let your child choose the clothes that he/she would like to wear each day.

*Get your child to help you prepare a meal or a snack. Let him/her choose some of the foods that will be a part of the meal.

*Let your child help you to prepare a grocery list. When you get to the store, depending on your child's age, let him/her help you look for some of the items. Older children can even compare prices of the items and decide which one is lower.

There are many decisions to be made each day that your child can either help you to decide or decide on his/her own.

Parents can be a positive influence on their children. It is up to you to support your children and to help them deal with the pressures of everyday life.

Let me know if you have any questions about any of the suggestions that I have given you. Thank you for your cooperation!

SUBJECT AREA: Decision Making

LEVEL: Lower Elementary

ACTIVITY: On My Own

TIME: 25-30 minutes

FOCUS: *The students will identify situations in which they are allowed to make choices or in which they have to have permission.*

MATERIALS: Paper and pencil

PROCEDURES:

1. Discuss with students the difference between decisions they can make on their own and decisions they need to make with an adult. Give examples: who to play with at school, what to give your sister on her birthday, whether to do homework, whether to brush your teeth before school, whether to take medicine for a cold, when to go to bed, whether or not to go to school. Tell students to base their examples on decisions they have had to make or others have had to make for them. Ask why they needed assistance in making certain decisions.

2. Pass out paper and pencils. Instruct the students to write decisions they can make by themselves on one side of the paper. On the back of the paper list the decisions that are made for them or that they have to have permission for. If the class is not able to write the activity, ask students to raise their hands and tell you the decisions they can make and those they need help with. Write their ideas on the board under the following headings:

ON MY OWN NEED HELP

3. When everyone has completed the assignment, ask them to share their ideas. Ask them what they based their answers on.

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Oh! What Should I Do!

TIME: 30 minutes

FOCUS: *The students will share their decisions and accept the decisions of others that may differ from their own.*

MATERIALS: Pencil
Paper

PROCEDURES:

1. Ask the class to define the word "decision." Introduce the four decision-making steps and encourage them to use those steps in the activity below. As you write the following on the board, have the students copy the steps on a piece of paper.

   a. IDENTIFY THE PROBLEM - What is the problem?

   b. LIST ALTERNATIVES - What are my choices?

   c. THINK ABOUT YOUR IDEAS - How am I or those around me influenced by each alternative?

   d. CHOOSE A PLAN OF ACTION - What are the consequences of my choices?

2. After discussing the four decision-making steps, allow students to apply them to a specific situation.

EXAMPLES

1. Your best friend invites you to spend the night on Friday night. However, just this week your mom has mentioned how happy she is that your whole family will be together for a weekend of movies, eating, and fun. What do you do?

2. Your younger sister has begged you for a month to take her to a movie on a Saturday afternoon. When you finally agree, she jumps up and down and thanks you three times. Later that day you receive a birthday invitation to a skating party where you are sure that "everybody" will be! What do you do?

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary/Secondary

ACTIVITY: Problem-Solving

TIME: 30 minutes

FOCUS: *To teach students the ideal way to solve problems*

MATERIALS: Chalkboard and chalk

PROCEDURES:

1. Read the following situation:
   Jane's mom usually picked her up from school, but today she had to walk home. On the way she saw some of her friends ahead of her and ran to catch up. As she got closer they suddenly disappeared behind some bushes. Jane called out to them, but they did not hear her. When Jane got to the bushes she heard whispers and giggles and saw smoke drifting over the bush. Jane peeped over just as her friend Karen was lighting a cigarette. Karen saw her and asked Jane she wanted a smoke. How will Jane solve her problem?

2. Ask the students to IDENTIFY THE PROBLEM. Discuss all the comments the students make until you come up with the problem. Write it on the board under IDENTIFY THE PROBLEM.

3. Next, you should write on the board: LIST THE ALTERNATIVES. Discuss the students suggestions; accepting all answers.

4. Then discuss THINK ABOUT YOUR IDEAS. Ask the students, "What would happen if you did that? How will that help you or hurt you?"

5. Write on the board: CHOOSE A PLAN OF ACTION. Discuss choices and choose one that will work for them. Stress the importance of thinking about the outcome of their choice.

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary/Secondary

ACTIVITY: In A Pickle

TIME: 30 minutes

FOCUS: *Students will learn how to relate the decision-making process to resisting drugs.*

MATERIALS: 3 X 5 cards

PROCEDURES:

1. Review the decision-making steps:
   Identify the problem
   List alternatives
   Think about your list of ideas (alternatives)
   Choose a plan of action

2. Hand out an index card to each student. Instruct them to write down a situation in which drugs (including tobacco and alcohol) are involved. It is not necessary for them to sign their name.

3. Ask the students to turn the cards back in to you. Then, separate the class into groups of three or four. Pass the cards out giving each group the same number of cards as there are students in that group. Instruct each group to solve the situations stated on the cards. Tell them to go through the decision-making steps to come up with a solution.

4. Have groups role play one situation showing how they solved their problem.

EXAMPLE:

You and a friend go to his house after playing basketball down the street. You are both hot and thirsty so you go to the kitchen for water. Your friend's big brother and some friends are there drinking beer. They notice you are hot and tired and suggest you drink a cold beer to cool off. Using the decision making steps you have learned, what will you say?

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Pick An Orange

TIME: 35 minutes

FOCUS: *To help students make choices when faced with several options*

MATERIALS: Picture of orange tree
Sheet of oranges

PROCEDURES:

1. Instruct the students to pick six oranges from the worksheet that tell things they most like to do or would like to do.

2. Tell them to color, cut out and glue those oranges on the tree they have colored. At the top of the tree they should write "(Student's name)'s Tree." Give them the option of making up their own activities to write on the oranges.

3. Tell the students to share their decisions with the class and why they made those choices.

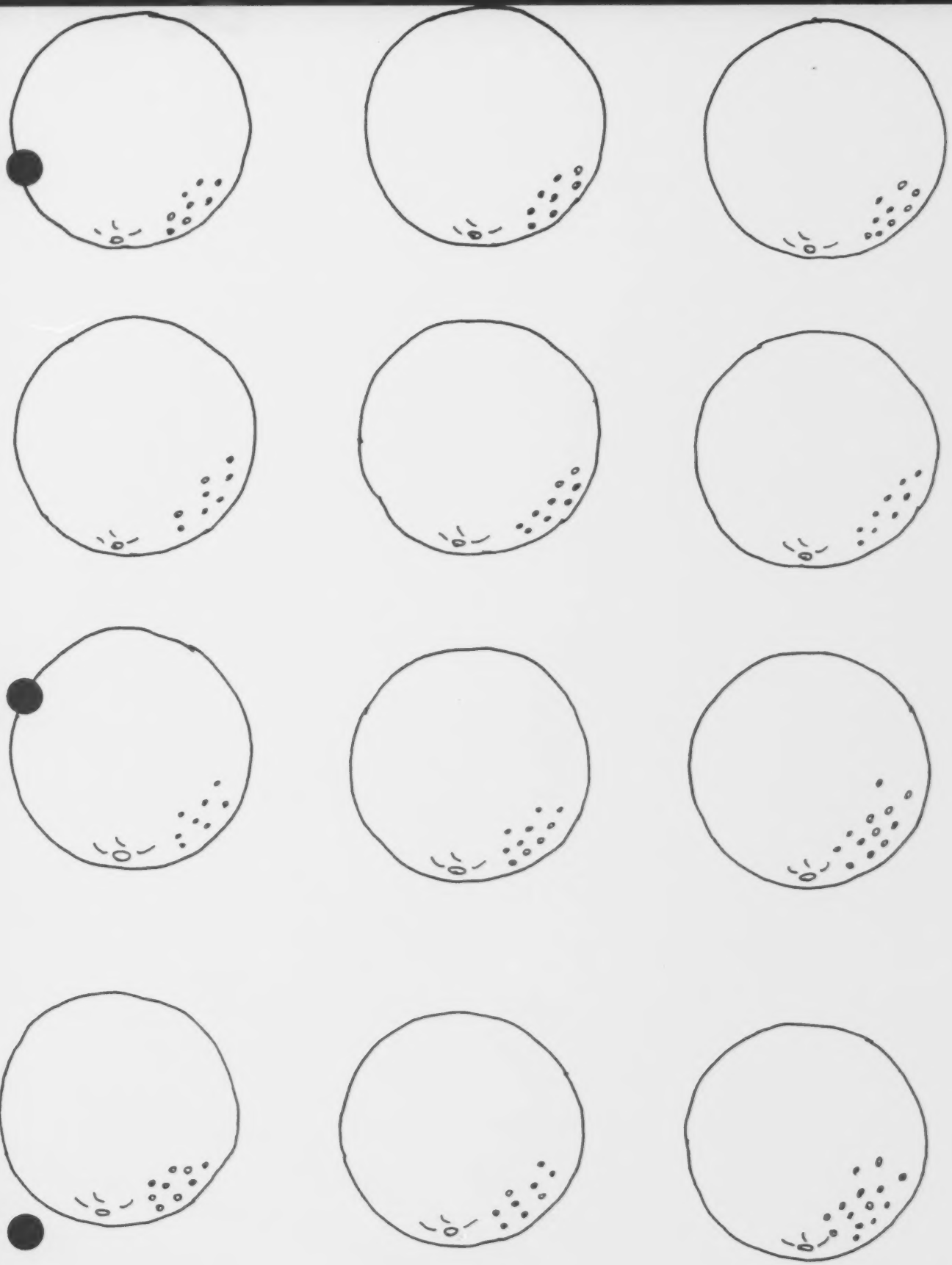
Options for activities to write on oranges:

Ride a bike
Fly
Be a baseball player
Watch a movie
Play with a pet
Read
Fly kites
Take a walk
Bake cookies or brownies
Play with friends
Play kick ball
Look at the stars
Play in the rain
Talk on the telephone
Listen to music
Go swimming

NOTE TO TEACHERS

You and the students could brainstorm and write ideas on the board. Then the students could choose activities from that list to write on the oranges and place on their tree.

This activity could be made into a folder game for younger students. Cut two trees and attach to inside of folder. Velcro the oranges to one tree or make a slit in the tree for the oranges. The students could then make their choices and place those oranges on the other tree.



SUBJECT AREA: Decision Making

LEVEL: Lower Elementary

ACTIVITY: Bobbing For Apples

TIME: 30-45 minutes

FOCUS: *To practice making good and quick decisions*

MATERIALS: Paper apples (copy on red paper)
Container

PROCEDURES:

1. Before you begin this activity, write the situations on the apples (or cut out situations and glue on apples) and place in the container. Tell the students you are going to play a game that will help them learn to make quick decisions.

2. Call the students one at a time to come up and select an apple out of the container. Read the situation written on the apple to the student. Tell them to think about what they would do in that situation and tell how they would react.

Poem to say before each student picks an apple:

Let's bob for apples one by one
First it is (student's name) turn.
Read the story that you learn
Then think before you speak!

Encourage all students to say the poem together. Allow each student to have a turn.

SITUATIONS FOR BOBBING FOR APPLES

1. You and one other student are the only ones to get in trouble for talking in class. You know other students were talking, but the teacher did not hear them. What would you do?

2. It is your birthday and you received a new pair of skates. Your brother wants to skate on the driveway. What would you do?

3. Your mom sent you to the grocery store to buy a loaf of bread. After you get in line you realize you left your money at home. What would you do?

4. A girl in your school is blind and walks slowly. She sometimes runs into things. Some of your friends laugh at her. What would you do?

5. Your brother is riding his skate board in the street. Your mom does not allow you or your brother to do that. What would you do if he won't stop when you tell him to?

6. When you play checkers with your neighbor, she cheats and will not play by the rules. What would you do?

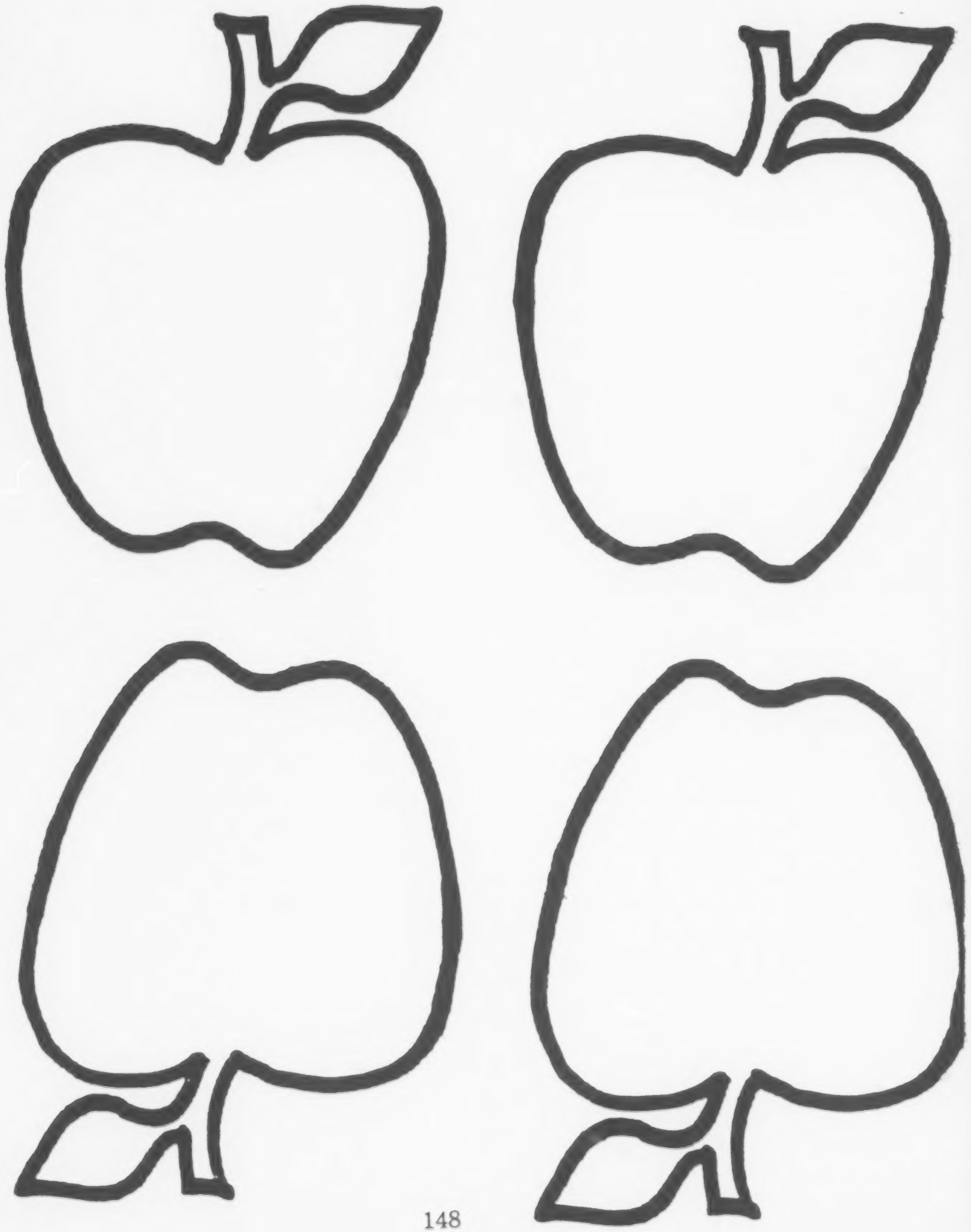
7. You lose a new bracelet on the playground. While standing in the bus line after school you see your friend with a bracelet just like the one you lost. What would you do?

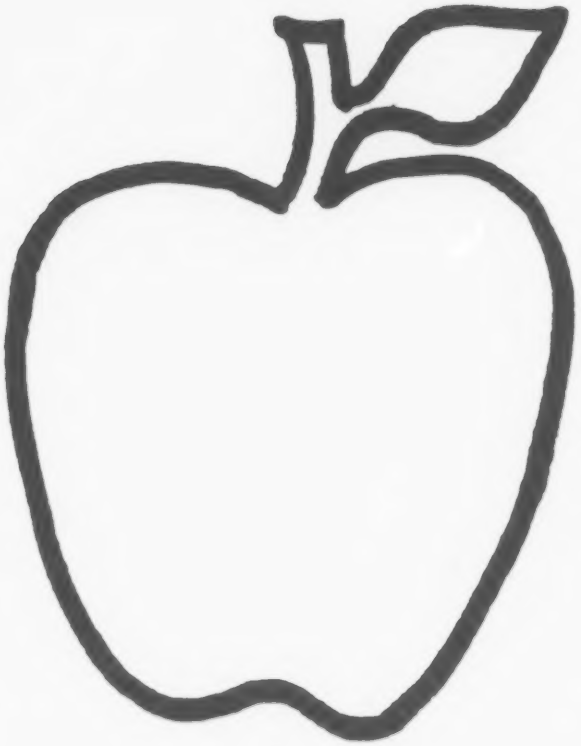
8. While sitting in your yard a friendly woman stops to talk to you. She is a stranger. What would you do?

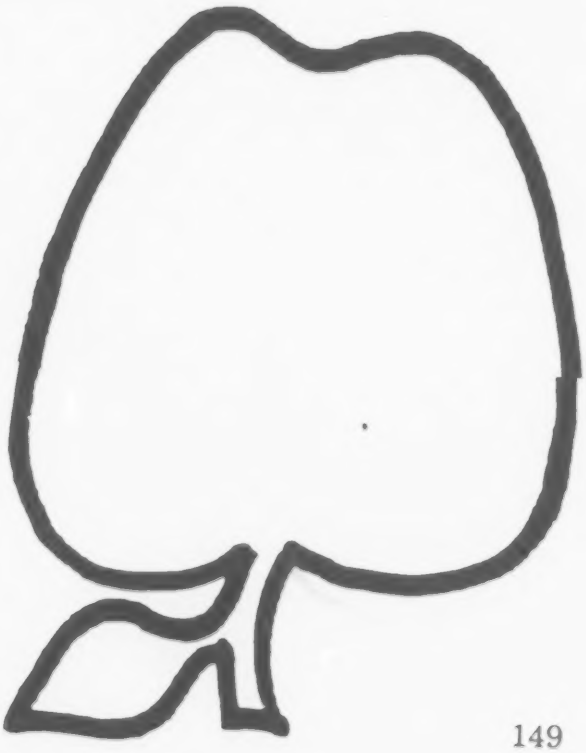
9. Today is show and tell and you bring a favorite toy to school. A girl in your class takes it and won't give it back. What would you do?

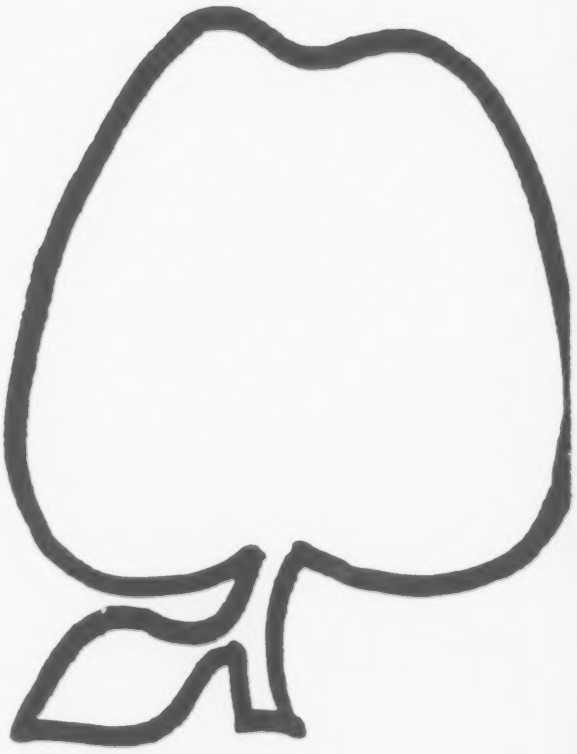
10. You are lining up at school to go to lunch. You are standing by your friends who are pushing each other. The teacher is at the front and doesn't see what is going on. What would you do?

11. Your sister has a stomachache and you know there is some medicine in the kitchen cabinet. However, you do not know which one she should take. What would you do?









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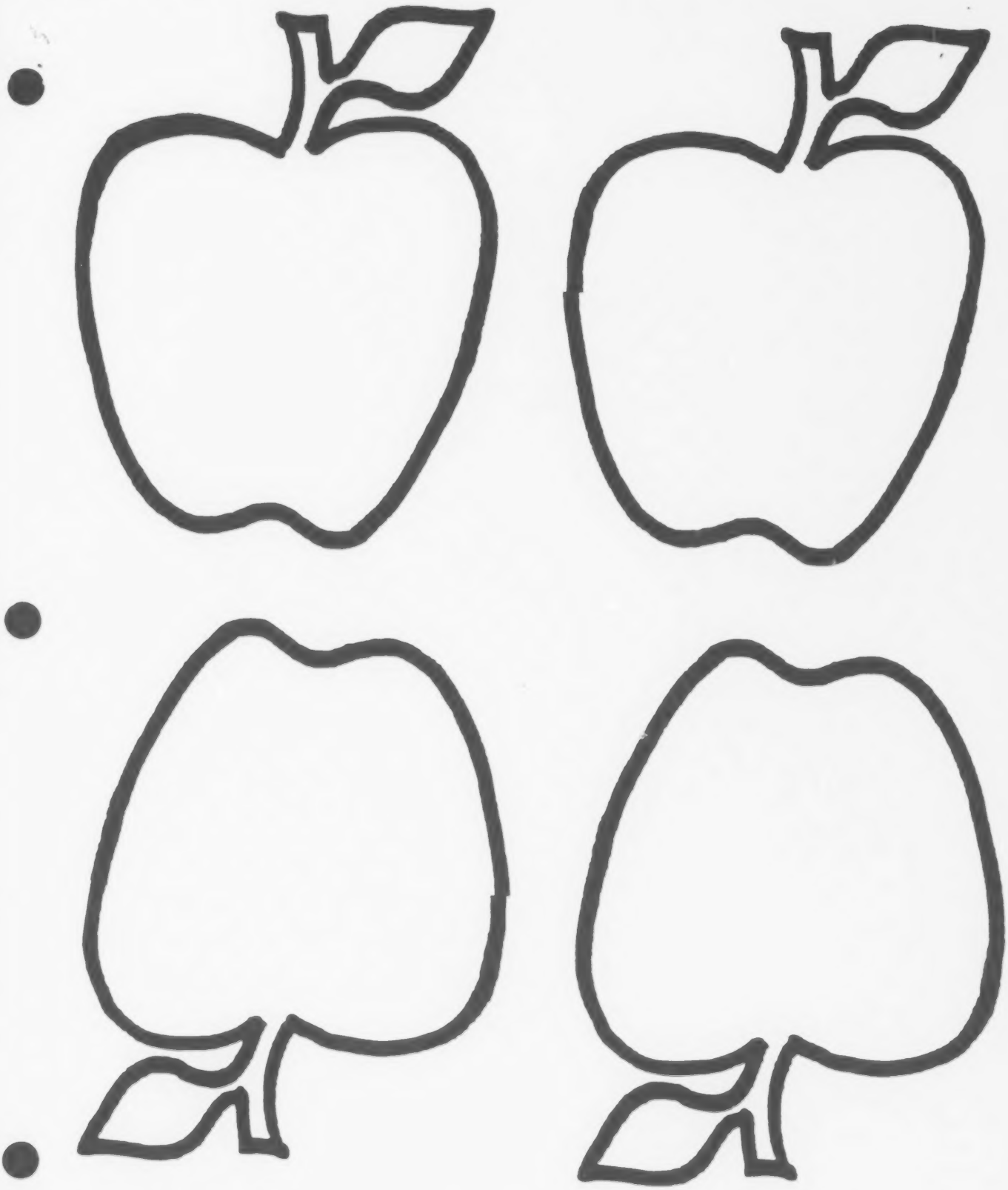


SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Musical Chairs

TIME: 30 minutes

FOCUS: *To help students learn to make quick decisions*

MATERIALS: Ten chairs
Two paper squares with words "yes" and "no"

PROCEDURES:

1. Place ten chairs in two rows facing each other in the middle of the room. Place a card with "yes" or "no" on the backs of one chair in each row. Tell the children to walk in a circle around the chairs as you read (or sing to the tune of "Pop Goes The Weasel") the situations to them. Tell them to sit in the chair that answers the question for them. Ask them to discuss why they made the decision they did.

   Examples of situations:

   -Your throat is sore and you want to take some medicine your mom has in the cabinet for sore throats. Your parents are not home. Should you take the medicine? Why?

   -You and a friend are walking home from school. A stranger stops and offers you gum. Should you take it? Why?

   -Your brother is riding his bike in the street and your father has told him not to. Do you tell? Why?

-You see a classmate take a pencil out of another student's desk. Do you tell the teacher? Why?

-Your older sister's friend offers you a cigarette. Do you take it? Why?

-Your mom asks you to take your dog for a walk. You are watching your favorite television show. What do you say? Why?

-You come home from school and find your brother asleep on the couch and there are six cans of beer on the table. Do you tell? Why?

-Some of your friends are teasing a younger student on the bus. The young child is crying. Do you tell? Why?

2. Discuss the students' reactions to the situations and some of their responses. Tell them the importance of making positive decisions when faced with situations that require quick thinking.

NOTE TO TEACHERS

Let the students role play some of the situations and tell how they would handle the situation and why.

SUBJECT AREA: Decision Making

LEVEL: Lower Elementary

ACTIVITY: What If...?

TIME: 20 minutes

FOCUS: *Students will learn to consider consequences of their decisions in certain situations.*

MATERIALS: None

PROCEDURES:

1. Define the word consequences - the results of your actions. Give example: If you do not eat breakfast you will be hungry.

2. Give the students examples of situations in which they decide the consequence of certain behavior. What if...

   - you missed your bus because you slept late?
   - you took some medicine for a cold without asking first?
   - you got lost in a big department store and couldn't find your mom?
   - you ate a whole bag of cookies at one time?
   - you decided to taste the lemon scented dish detergent?
   - you left your bike behind your dad's car?

3. Discuss with students that every action has a consequence. They should avoid making the wrong decision because some consequences are harmful to themselves and to others. Point out that even though some situations may be fun they should consider if it is also harmful to them or others.

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Decisions, Decisions!

TIME: 20 minutes

FOCUS: *To provide students with opportunities to make good decisions*

MATERIALS: Deck of 20 choices/decision cards

PROCEDURES:

1. Place students at tables in groups of four. Designate one student to be the dealer. Instruct the dealer to place the cards face down in five rows of four cards.

2. Explain the object of the game is to match a circumstance card with its matching outcome card. Tell the students this game is played like the Memory card game. Start the game with one student turning over two cards to try and make a match. If the student makes a match, he/she keeps those two cards. The game continues around the table to the right until all the cards have been turned over. The game ends when all cards have been turned over.

NOTE TO TEACHERS

You will have to duplicate cards so there will be enough decks for each group of four. This is a game students enjoy playing over and over.

SITUATION	CONSEQUENCE
Sarah felt like she had a fever, but did not tell her mother because she wanted to go to her friend's party.	She got dizzy, almost fainted, and had to leave the party.
Sam eats junk food and stays up late watching television.	He is overweight and is always tired.
Susan stayed up until midnight reading a book.	She fell asleep at school during a test.

John and Derrick were running down the sidewalk to the bus.	One of the boys fell and scraped his knee.
Matthew took some pills for a headache without asking his mom.	He had to go to the emergency room because he took too much medicine.
Joe took a cigarette out of his mother's purse and took several puffs.	Joe felt sick and dizzy and started coughing.
Eddie ate two cupcakes right before lunch.	He wasn't hungry at lunchtime.

Jane was always in a hurry and forgot to brush her teeth before going to school.	When she went to the dentist for her checkup, she had two cavities.
Katie runs a mile every day and gets plenty of rest.	She is in great shape and has lots of energy.

SUBJECT AREA: Decision Making

LEVEL: Lower/Upper Elementary

ACTIVITY: Smiles or Frowns

TIME: 20-25 minutes

FOCUS: *To present opportunities to make good decisions*

MATERIALS: Popsicle sticks
Construction paper
Crayons or markers
Scissors
Glue

PROCEDURES:

1. Have students make one sad face and one happy face using their markers and construction paper. Students will then cut their faces out and glue them to their popsickle sticks with one face displayed on each side of the stick.

2. Have students form a circle and then read the following stories to them. Ask students to either show their happy face or sad face in deciding if the children in the stories displayed good or bad decisions. Discuss each situation with the students so they will all come to an agreement.

   I. Miriam had a bad stomach ache. Miriam thought she needed some medicine, but her parents were not home. Miriam decided to take some medicine by herself. She was pretty sure she had taken this medicine another time. Did Laurie do the best thing?

II. Jimmy was at the skating rink when an older girl walked over and offered him some candy. He told the girl no and skated away. Did Jimmy do the best thing?

III. Ramado woke up with an aching body and a terrible headache. He decided not to tell his Mom or Dad because he wanted to play in his soccer game that afternoon. Did Ramado make the right decision?

IV. Christa had a bedtime of 8:30. One night she turned down the volume of her television and played video games until midnight. The next day Christa could barely keep her eyes open at school. Did Christa do the right thing?

V. Lisa's mother told her to brush her teeth before she went to the movies with her friend. Although Lisa was in a hurry she brushed her teeth anyway. Did Lisa do the best thing?

VI. Huey's mother was out of town. Huey's Dad allowed him to pack his own lunch. Huey packed 10 cookies and a candy bar. Was this the best thing to do?

NOTE TO TEACHERS

Teachers can add situations that pertain to individual students and classes.

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Daily Decisions

TIME: 15-20 minutes daily for one week

FOCUS: *To help students see what daily decisions they make for themselves*

MATERIALS: Chart - "It Is My Choice"
Pencils

PROCEDURES:

1. Explain to students they are going to chart their daily decisions concerning their daily habits. As they get older they will make more of their own decisions.

2. Hand out the chart "It Is My Choice." Discuss the activities on the chart and tell them to record their decisions about daily habits for a week.

3. Set aside a few minutes every day for the students to record their behavior on their chart. Give encouragement and positive reinforcement each day. At the end of the week send the chart home for parents to sign and return. Give incentives for returning chart.

IT IS MY CHOICE

CHOICES	MON	TUES	WED	THURS	FRI	SAT/SUN
Turn in homework						
Brush teeth daily						
Bathe daily						
Eat 3 nutri-tious meals						
Get 8 hours of sleep						
Eat healthy snacks						
Wear clean clothes						
Exercise daily						

Parent's signature_____Date_____

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Can't Never Wanted To

TIME: 20 minutes

FOCUS: *To increase self responsibility and decision-making skills*

MATERIALS: None

PROCEDURES:

1. Divide students into groups of four.

2. Ask the students to write down five sentences starting with the phrase, "I can't ....." For example, "I can't spell very well," or "I can't study for tests."

3. Have the students recite their sentences orally. Then allow them to replace "I can't" with "I won't" or "I don't want to." Explain to the students that just because they have said "I can't" in the past, it does not mean they are stuck with it. Tell the students that we will view ourselves better when we realize that we "can" do these things rather than we "won't" do these things.

4. Have small groups come back to large groups and ask them how they felt when they replaced "I can't" with "I don't want to" or "I won't."

   The responses may include:
   "'I can't' is a way to get out of things."
   "I felt more powerful when I said 'I won't.'"
   "I felt more in charge when I said 'I won't.'"

5. Ask them if their "I can't" statements are really impossible tasks or if there are things they refuse to do. Tell the students that they need to be aware of their power of refusal. "I can't" implies being unable, crippled, and controlled by other things than themselves. "I won't" affirms responsibility for their actions.

SUBJECT AREA: Decision Making

LEVEL: Lower/Upper Elementary

ACTIVITY: Come On! Take a Drink!

TIME: 20-25 minutes

FOCUS: *Students will display the ability to explain factors involved in peer pressure.*

MATERIALS: Club soda
Cups

PROCEDURES:

1. Have students make a list of decisions they have had to make this year that were affected by peer pressure. Mention things such as dress styles, hairstyles, which clubs to join, who to hang out with, etc.

2. Discuss the role of peer pressure in our everyday decisions. Does peer pressure affect these decisions?

3. Have the class divide into groups of four to six. Place a bottle of club soda and cups in each group. Have all but one member of each group take a drink and try to persuade the other person in the group to also take a drink. Allow each student the opportunity to resist peer pressure.

4. Have students come back to the large group and discuss the following questions:

   - How does negative peer pressure make you feel?
   - Do you feel comfortable with negative peer pressure?
   - List ways to resist negative peer pressure.
   - What did others in the group do to pressure you?
   - Are you a person that tries to persuade others into things they are not comfortable with?
   - What did you learn from this experience?

NOTE TO TEACHERS

For younger students, the teacher could play the part of the negative peer pressure. Instead of trying to persuade the students to drink, he/she could try to pressure them into playing a mean trick on another student or smoking a cigarette.

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Just Say No!

TIME: 30 minutes

FOCUS: *To allow students to practice saying no through role-playing*

MATERIALS: Situation cards

PROCEDURES:

1. Divide the class into groups of four. Have one person from each group select a situation card and read it to their group. When they are in agreement as to how to react to the situation, have students role play the situation with each group reading the situations and taking turns presenting their skit.

2. The teacher should play the part of negative peer pressure, not students. The students should learn to say no in as many ways they can.

3. Do the same activity using positive peer support. Help students come up with ways they can work together to encourage peer support, such as supporting each other in resisting peer pressure and standing up for one another in pressure situations. Explain that friends who stick together in making positive choices are a powerful force against negative pressure. Encourage students to choose friends who don't pressure them to do something dangerous or unhealthy. Tell the students that "It is smart to have friends who stand by you in making wise decisions."

Learning how to say "NO" is an important skill to know. Stand up to others who are putting pressure on you to go along with something you do not want to do or know is wrong to do.

PEER PRESSURE SITUATIONS

You are taking a test in school. The student next to you is trying to copy your paper. You won't let him and he gets mad and calls you names. How do you react?

Your older brother and some of his friends are in the woods behind your house chewing tobacco. One of the boys wants you and your friend to try some. Your friend wants to, but you don't. How do you say no?

You go to a friend's house to a party. After arriving you discover his parents are out of town. Some people are drinking beer. They start to tease you because you aren't drinking. How do you say no?

A few of your friends want you to join them in playing a trick on another student in a wheelchair. You know it is not the right thing to do. What do you say?

Your little sister is coughing and seems to have a fever. Your mom is not home, but your sister asks for some cough medicine. What do you do?

PEER SUPPORT SITUATIONS

Your sister and some of her friends are at your house when you and your friend come home from school. They are drinking beer and ask you to join them. How can you and your friend support each other?

Some boys at school are teasing one of your friends who is blind. They are bigger than you are, but your friend is on the verge of tears. How can you be supportive?

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Dealing With the Consequences

TIME: 30 minutes

FOCUS: *To have students discuss risk-taking behaviors and examine alternatives and consequences regarding these behaviors*

MATERIALS: None

PROCEDURES:

1. Define risk - expose to danger or loss. Discuss risk-taking behavior. Allow the students to role-play various situations in which risk-taking behavior is involved. Ask the viewing children to think of alternatives to those ideas presented.

2. Use the following situations:

   A. You and your friends have found some of your Dad's old cans of colored spray paint. One of your friends wants to spray the school buses. What can you do? What might be the consequences?

   B. It is after school and you and your friends are playing on the playground at your school. You realize that the teacher has not put away the new basketball equipment. One of your friends decides to take a basketball. What can you do? What might be the consequences?

C. You are with your friends and you find a purse. There is $50.00 in the billfold. A card inside the billfold gives the name and address of the owner. Your cousin suggests that you take the money. What can you do? What might be the consequences?

3. Ask students to pretend that they take a risk in each situation. What might be the consequences then?

SUBJECT AREA: Decision Making

LEVEL: Upper Elementary

ACTIVITY: Saying No!

TIME: 45 minutes

FOCUS: *To help students say "no" to negative peer pressure and the importance of choosing friends who are supportive of their decisions*

MATERIALS: None

PROCEDURES:

1. Talk to students about the difficulty of saying "no" sometimes, especially to friends or people you would like to be your friends. Explain negative peer pressure - when someone tries to talk you into doing something you know is not right or something you do not want to do.

2. Discuss that friends who support each other in resisting negative pressure become a strong force against that pressure. Present some ways friends can work together in certain situations.

Examples:

-Tell people who are pressuring you why you won't go along with their suggestions. Support your friends in their decision not to go along.
-Offer alternative activities to the negative ones - "Let's go bike riding or skating," or "Let's take a walk."

3. Suggest to the students that often the best way to handle peer pressure is to just stay away from people who use it. Encourage them to choose friends who are supportive of their wise decisions.

4. Discuss situations in which students will say no: breaking the law, doing something dangerous or harmful, using drugs, talking to strangers, destroying property, not following rules at school or home, or lying to parents about where you are going.

5. Practice with the students ways to say "NO" to peer pressure.

   Examples:
   "I don't want to do that."
   "My mom won't allow me to."
   "I don't think that's right."
   "I want to make good grades without cheating."

Unit IV: Drug Awareness

Dear Parents,

The unit that we are about to begin is "Drug Awareness." Under this unit, the students will become aware of different drugs and the effect of drugs on the body. Students will also learn the very serious consequences of drug abuse. Along with this unit we will also be learning about healthy living; this includes nutrition and wellness.

Some good ways that you can help your child learn more about the dangers of drug abuse and/or wellness and nutrition are:

*Teach your child (depending on his/her age) the difference between illegal drugs and medications. Teach him/her that medications are only to be taken when given to him/her by a familiar adult. Illegal drugs are not to be taken AT ALL!

*Develop an awareness about drugs by reading books and watching television specials about drugs and the effects of drugs on the body. Let your child ask questions and explain important points to him/her.

*Teach your child about nutritious well-balanced meals. Let him/her help you plan and prepare some meals. Give him/her healthy snacks, rather than "junk food" snacks. For example, some healthy snacks might be fruits, vegetables, fruit juices, and water rather than potato chips, cookies, candy, and soda.

It is very important that you take an active part in discussing drugs as well as healthy living with your child so that he/she can feel free to come to you with questions and concerns.

Please let me know if you have any questions! Thank you for your cooperation!

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: Body Building

TIME: 20-30 minutes

FOCUS: *The students will identify body parts and their functions.*

MATERIALS: Butcher paper or bulletin board paper
Markers/crayons
Scissors

PROCEDURES:

1. Trace each student's body on two large pieces of butcher paper. Cut one of the traced body into puzzle pieces. Instruct the students to pick a body part and describe the function of that part. Then ask the students to put that part on their whole body outline. You could ask the school nurse to help with this body building activity.

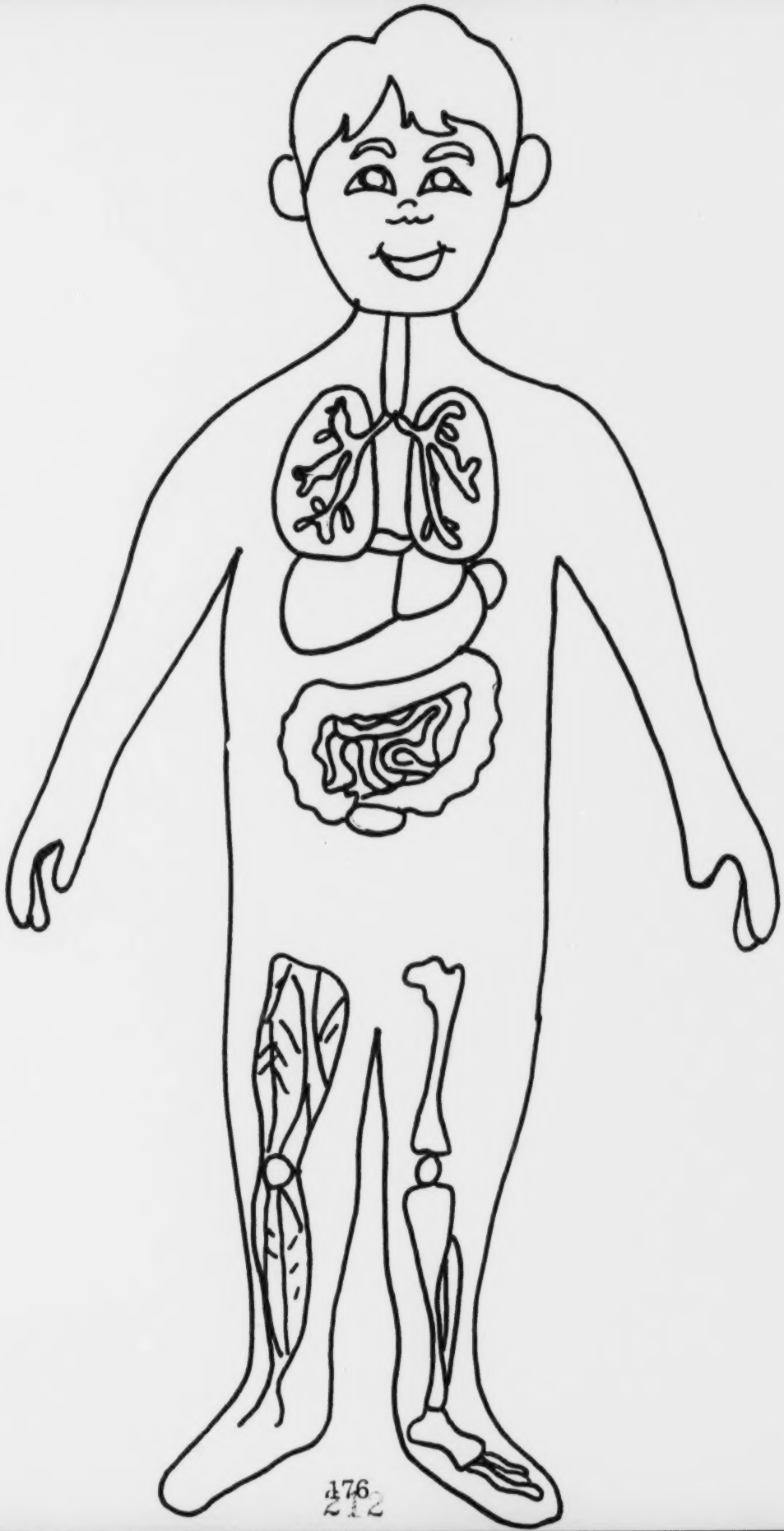
2. Display the "bodies" in the hall or classroom.

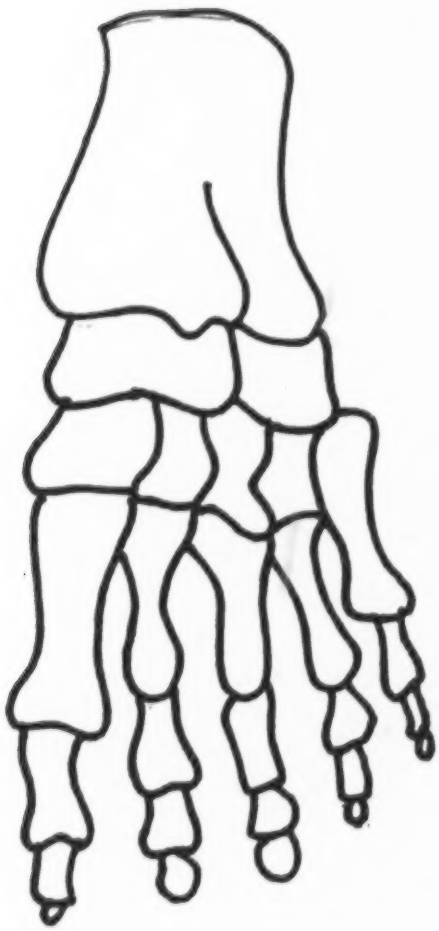
   Examples of body parts:

arms	head
legs	eyes
stomach	nose
feet	ears
neck	mouth
heart	lungs

3. An extention of this activity is to introduce the six body systems - respiratory, digestive, muscular, circulatory, nervous, and skeletal. Explain the function of each system to the students. Have them draw the part of each system and glue them on their body outlines.

4. Discuss the importance of our body parts and the importance of keeping those systems in top working condition by developing healthy habits.





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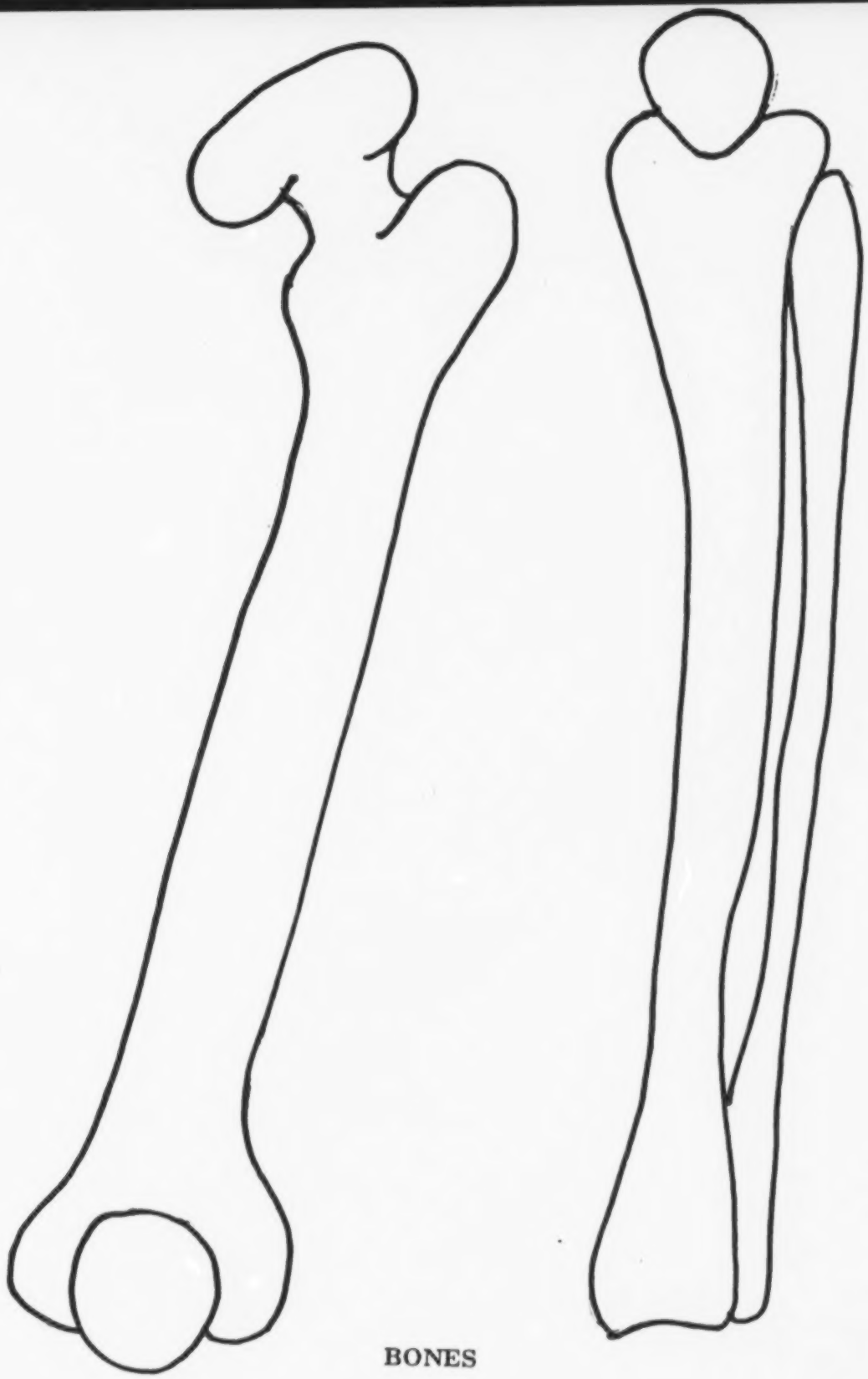

BONES

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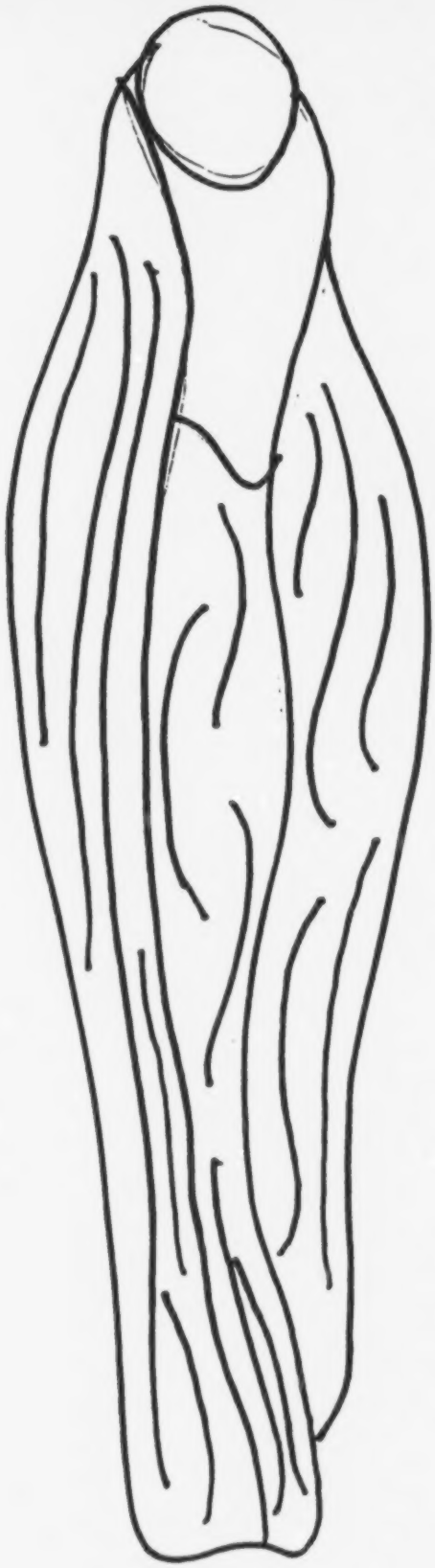
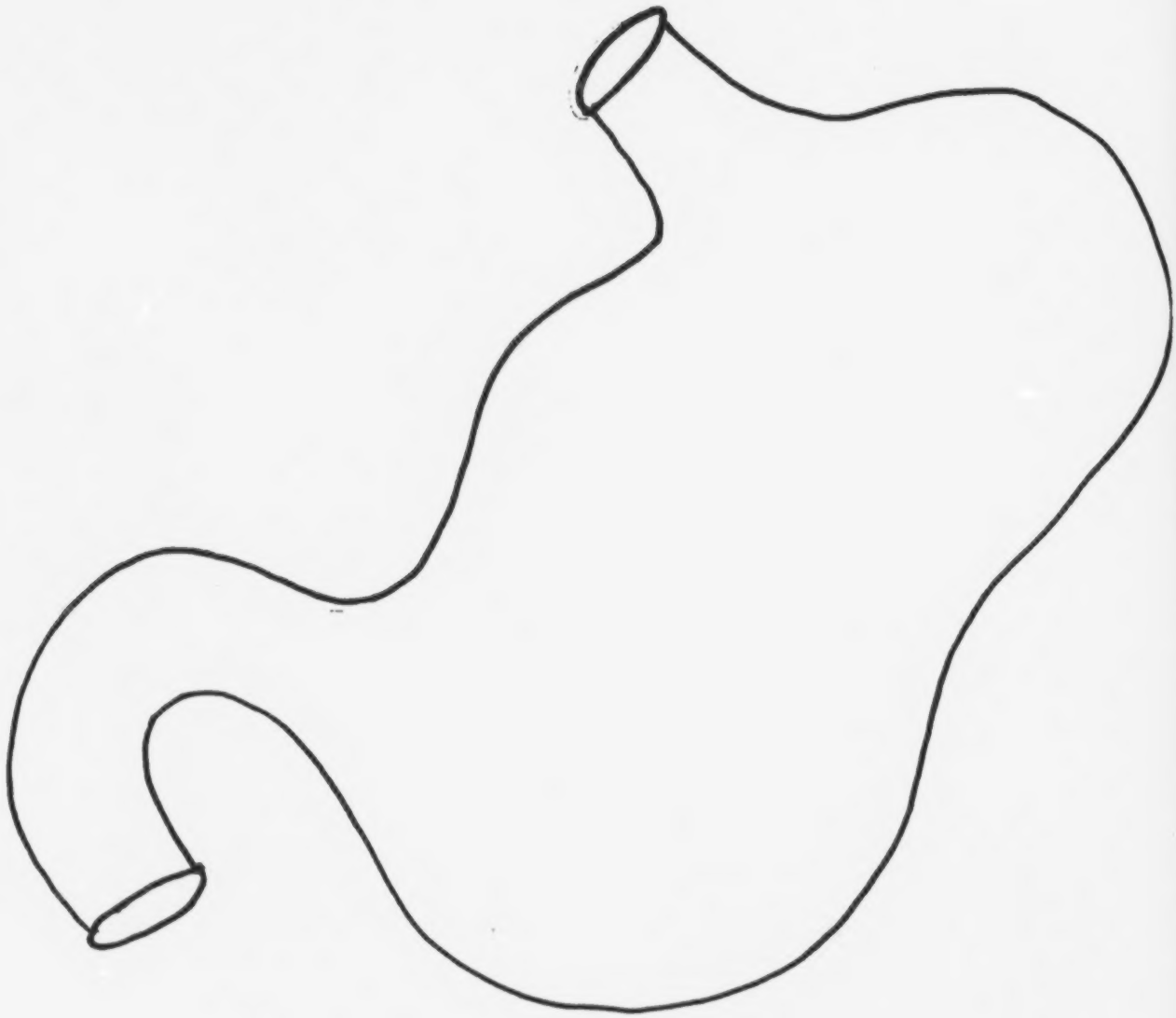


MUSCLE



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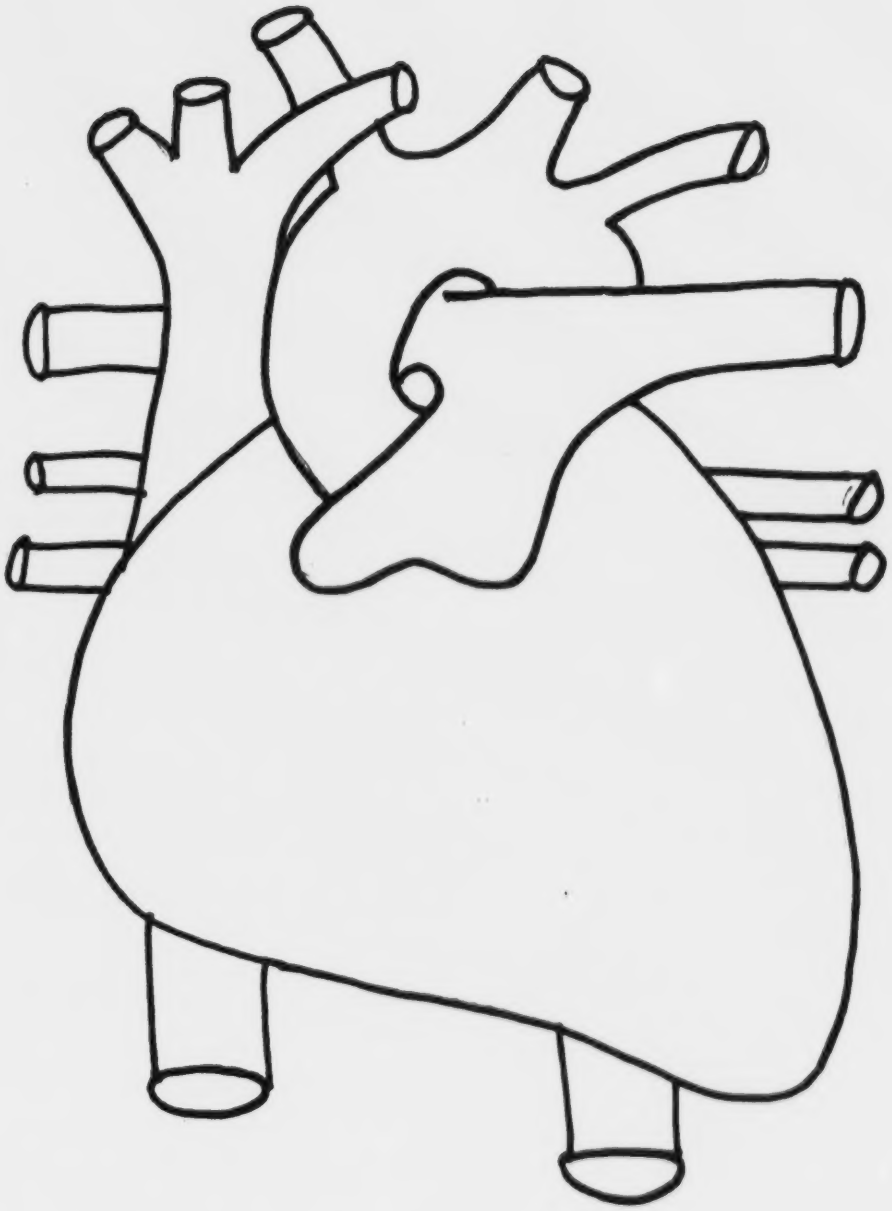
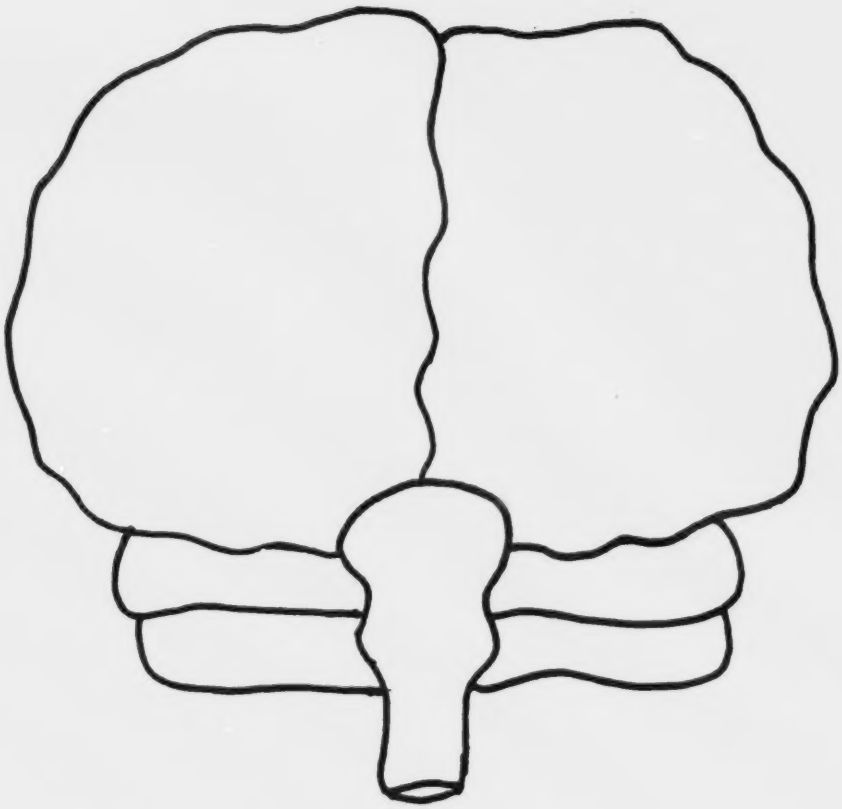


HEART

181



SPINAL CORD

LUNG

183

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: You Make the Menu!

TIME: 25-30 minutes

FOCUS: *To help students choose healthy foods for a balanced meal.*

MATERIALS: Paper plates (one for each child)
Magazines
Newspaper advertisements
Glue

PROCEDURES:

1. Explain to the students that they will be making pretend dinners for their family.

2. Review with the class the basic four food groups and how many proportions that you should have everyday from each group. Explain the importance of eating well balanced meals every day so that our bodies will grow strong and healthy.

3. Have students create their meals by cutting out pictures from magazines, newspaper advertisements, or grocery store flyers.

4. Have the students glue their pictures to their paper plates so that their plate looks like a healthy meal including all the different food groups.

5. Discuss with the class their decisions for dinner. Ask them what foods they selected and to what groups their choices belong.

NOTE TO TEACHERS:

To enhance this activity you could have the students set the table with their "dinner" allowing them to learn proper ways of setting a table. You could also allow the children to have a mock dinner party and invite other people from the school such as the janitors, other teachers, etc.

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: Picture of Health

TIME: 30 minutes

FOCUS: *Students will be given the opportunity to work together to identify and select healthy foods.*

MATERIALS: Construction paper
Scissors
Magazines
Glue
Markers

PROCEDURES:

1. Pass out materials for each student. Explain that each student will participate in making a "Picture of Health" collage for the room. Break into groups of three or four. Instruct the students to cut pictures of healthy foods from the magazines and glue to the construction paper. The students may choose to draw pictures of healthy foods instead of cutting from magazines.

2. When the pictures are complete, have each group bring their picture to the front of the room for everyone to see. Ask how many food groups are represented and which foods could be added to make a complete meal.

SUBJECT AREA: Drugs

LEVEL: Lower Elementary

ACTIVITY: Let's Go Fishing

TIME: 30 minutes

FOCUS: *To help students learn to make healthy food choices.*

MATERIALS: Fishing poles
Paper clips
Paper fish
String
Large box or two chairs
Magnets

PROCEDURES:

1. Tell the students they are going fishing for healthy foods. Sit two at a time in the "Boat" (a large box or two chairs) to fish. Instruct them to keep the healthy "fish" and throw the unhealthy "fish" back in the water. Encourage the children to talk to each other about their decisions to keep the fish or throw it back.

2. When all the healthy fish are caught let two more children fish until all the students have had a turn.

Preparation: Make fishing poles by attaching strings to magnets. If small dowels or sticks are available you can attach the string to the stick for a fishing pole. Cut pictures of healthy and unhealthy food from magazines, glue to cardboard, cut in the shape of a fish and attach a paper clip.

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: Be Healthy

TIME: 30 minutes

FOCUS: *To encourage healthy activities as alternatives to drug use.*

MATERIALS: Large piece of bulletin board paper
or butcher paper
Magazines
Scissors
Glue

PROCEDURES:

1. Instruct the children to cut pictures of fun, healthy activities from the magazines and glue them on the large paper you have attached to the wall. Label the pictures as the students dictate them to you. Write "BE HEALTHY" at the top of the collage.

2. When the collage is complete, discuss the activities they have chosen and other activities they may have not included and why all the activities are healthy.

Examples:

Swimming	Walking
Reading	Sports
Horseback riding	Exercising
Biking	Playing with a pet

3. Use this activity in conjunction with "Picture of Health" activity. Place the collages next to each other around the room. Discuss with the students the importance of participating in fun, healthy activities and eating nutritious foods to keep strong bodies and minds.

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: What Would Happen?

TIME: 20 minutes

FOCUS: *To increase awareness of the importance of making healthy decisions*

MATERIALS: None

PROCEDURES:

1. Discuss with students the importance of the proper place and time healthy habits should occur (we don't brush our teeth while riding the bus). Tell the students you are going to ask some "What Would Happen?" questions. Encourage them to think before answering.

What Would Happen if...

we never exercised?
we exercised all the time?

we watched TV all day?
we never watched TV?

we never brushed our teeth?
we brushed our teeth 20 times a day?

we never took a bath?
we took 10 baths a day?

we drank cola every day?
we never drank cola?

we ate sugary food at every meal?
we never ate sugary food?

2. Encourage the students to think of some "What would happen" situations. Discuss the importance of using moderation in all activities and to do them at the appropriate time and place.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary

ACTIVITY: Yes or No!

TIME: 15 minutes

FOCUS: *To distinguish between medicines that help you and illegal drugs or medicines that can be harmful.*

MATERIALS: Markers
Construction Paper
Medicine bottles of aspirin, cough syrup

PROCEDURES:

1. Begin this activity by showing the students the bottles of medicines you have brought to class and the pictures of illegal drugs. Instruct the students to help you make a list of drugs. Have a student helper write these on the chalkboard (e.g. aspirin, cough syrup, alcoholic beverages, marijuana, uppers, downers, tobacco, antibiotic ointments, etc...)

2. Then allow the students to make two signs. Have one sign to use the word "Yes" meaning "cool" or "good decision." The other sign should use the word "NO" meaning "not cool" or "bad decision."

3. Go back to the drugs that are listed on the board and discuss whether it is a medicine (helpful) or an illegal drug (harmful). Have students list helpful medicines on their "Yes" signs and the harmful medicines on their "NO" signs.

4. Discuss how each medicine on the "Yes" list can help people stay healthy. However, be sure to explain that medicines are accompanied by directions on how much to take and when to take it. Too much medicine or the wrong medicine can make a person sick.

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: Is It Safe?

TIME: 25 minutes

FOCUS: *To help students distinguish between food and unsafe substances and which are safe and unsafe items to put in their mouths*

MATERIALS: Magazines
Scissors
Two plastic gallon milk containers

PROCEDURES:

1. Prepare the containers by cutting a hole for a mouth and decorate to represent a head. On one container cut an open smiling mouth and on the other a closed mouth with a red X over it.

2. Pass out magazines and instruct students to cut out 3 or 4 pictures of food (fruit, eggs, milk, meat) and nonfood items (balloons, cleaning products, flowers, medicine). When everyone has completed this task, discuss the pictures of safe items to eat. Instruct them to put those pictures in the container with the opened mouth. Discuss why they should put the pictures of unsafe items by the container with the red X. As they place the unsafe items by its container, instruct students to say "Not Safe!"

NOTE TO TEACHERS:
To emphasize healthy foods let the students fix a healthy snack. Fruit kabobs is an easy snack for the students to prepare. You will need toothpicks, bite-sized pieces of fruit; such as, apples, grapes, bananas, oranges, and cubes of cheese.

SUBJECT AREA: Drug Awareness

LEVEL: Lower Elementary

ACTIVITY: What, Who, When?

TIME: 20-30 minutes

FOCUS: *To provide students with opportunities to identify substances which contain drugs*

MATERIALS: Pencil
Crayon
Worksheet
Pictures of over-the-counter drugs or examples

PROCEDURES:

1. Tell the students you are going to discuss the word "drug." Ask if anyone knows what a drug is. Explain that a drug changes the way the body works in good and bad ways. Discuss the following ideas:

   *Some drugs are called medicine and are given by a doctor. These are prescription drugs. Medicine helps people get well when they are sick. Some medicines are used for medical conditions some people develop, such as diabetes or epilepsy.

   *There are over-the-counter (OTC) drugs that are sold in drug stores. People can buy these medicines when they need to, such as for colds, without a prescription.

   *There are drugs that are against the law. These are bad drugs. They are sometimes called street drugs, such as crack.

*Alcohol, such as wine, beer, and liquor, is a drug. Children should not drink alcohol. It is illegal to drink alcohol before you are 21.

*Nicotine is a harmful drug found in tobacco. Cigars, chewing tobacco, cigarettes, and snuff contain the drug nicotine.

2. Display items (drugs and non-drugs) on a table for the students to see. Ask them to come to the table one at a time and choose an item which is not a drug. Continue this process until only the drugs are left on the table.

**Suggested items for display:

DRUGS	EVERYDAY ITEMS
Picture of cigarettes/cigar	Chalk
Picture of wine	Apple
Picture of liquor bottle	Nickel
Pack of antacid tablets	Box of raisins
Picture of chewing tobacco	Bottle of spring water
Empty beer can	Box of sugar or salt
Empty prescription container	Markers
Empty box of cough drops	Scissors
Empty bottle of vitamins	Eraser

SUBJECT AREA: Drug Awareness

LEVEL: Lower/Upper Elementary

ACTIVITY: Who Can Give Me Medicine?

TIME: 30-45 minutes

FOCUS: *To teach students who can safely give them medicine and the appropriate times to take medicine*

MATERIALS:

For levels K-3:

- Sickly Sara puppet patterns
- Lunch bags
- Glue
- Crayons
- Scissors

For levels 4-6:

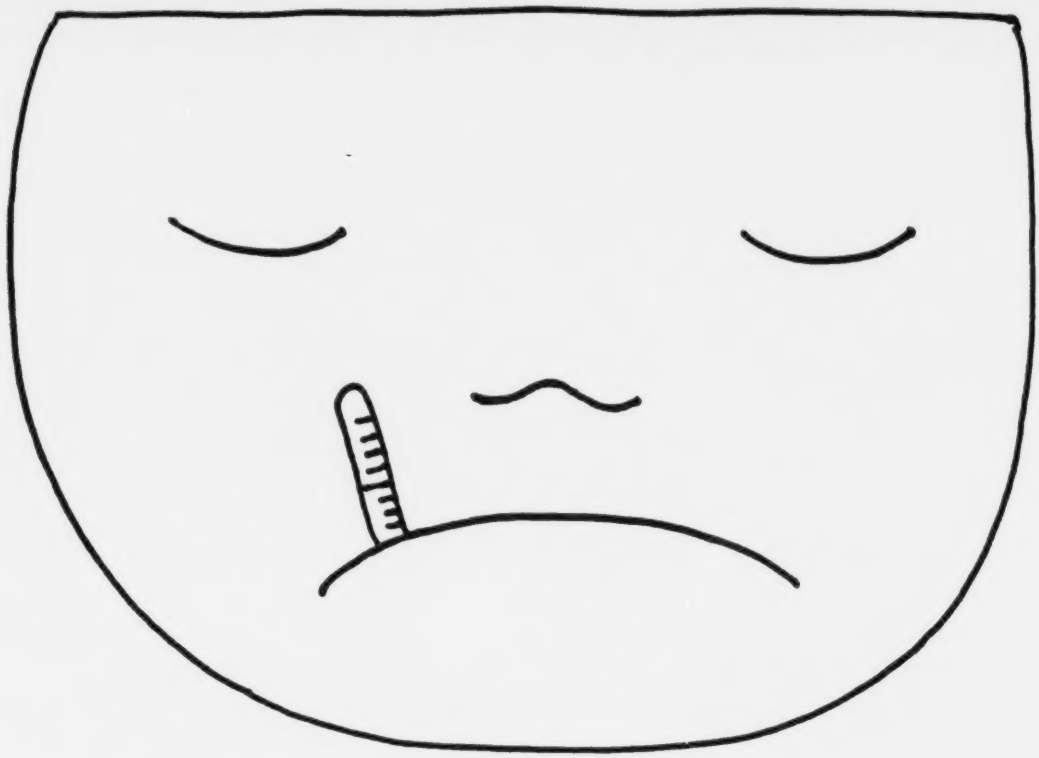
- Handout

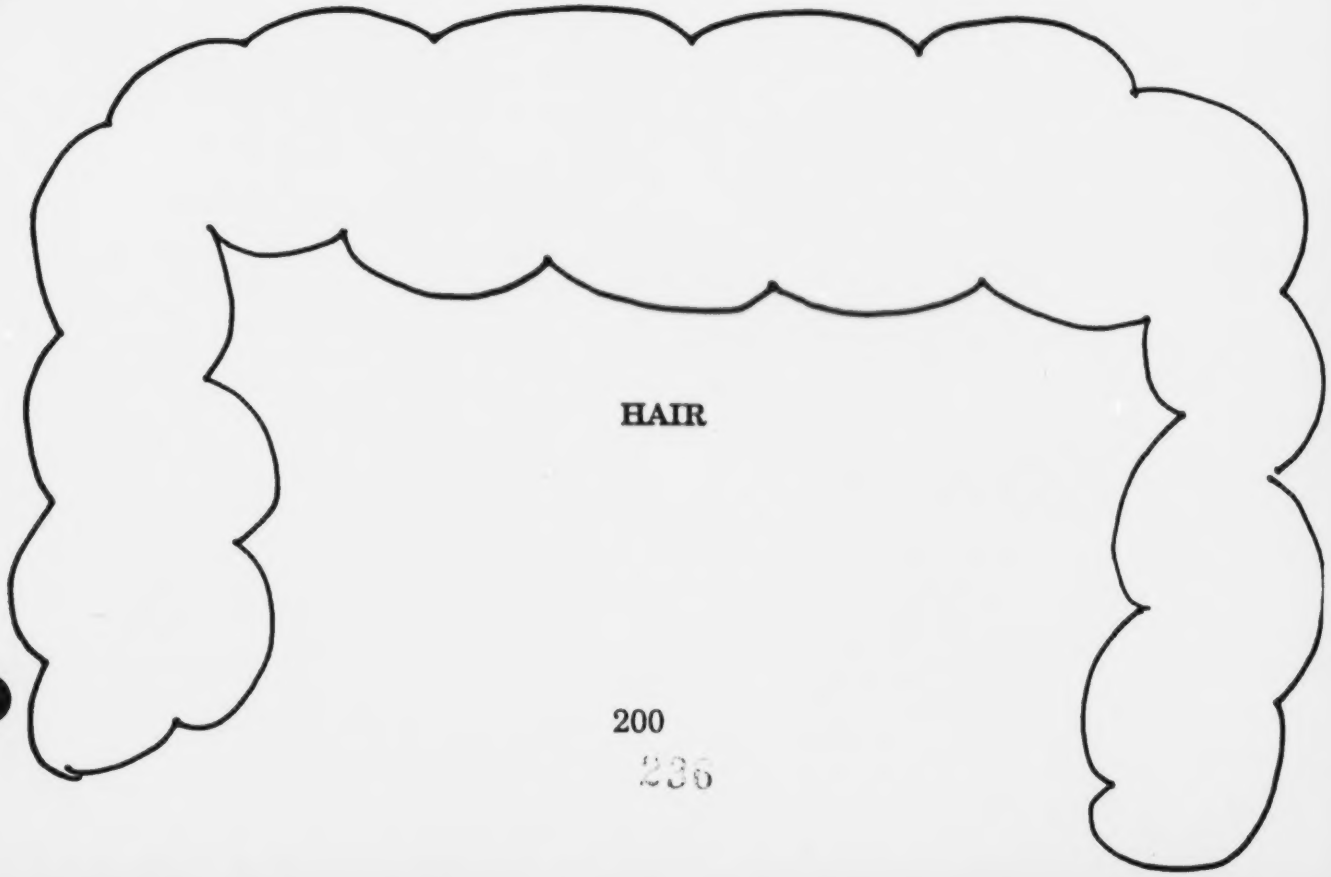
PROCEDURES:

1. Discuss with the students times they have had to take medicine and who gave them medicine. Explain that some students have to take medicine daily for certain medical conditions; such as diabetes or epilepsy.

2. Go over the safety rules to follow for taking medicine - who can give medicine and when it is appropriate to take medicine. Examples: who - parent, doctor, nurse, grandparent, or teacher: when - for allergies, flu, fever, or chronic medical condition.

3. Distribute the handouts for the students to complete. For the puppet activity let the students role play situations in which they would take medicine. The teacher should role play the adult in each situation. Examples: Doctor giving medicine for an illness, parent giving cough medicine, teacher giving medicine the student brought to school for an ear infection. For younger students the teacher could make a puppet ahead of time and use it as a prop to teach this activity.





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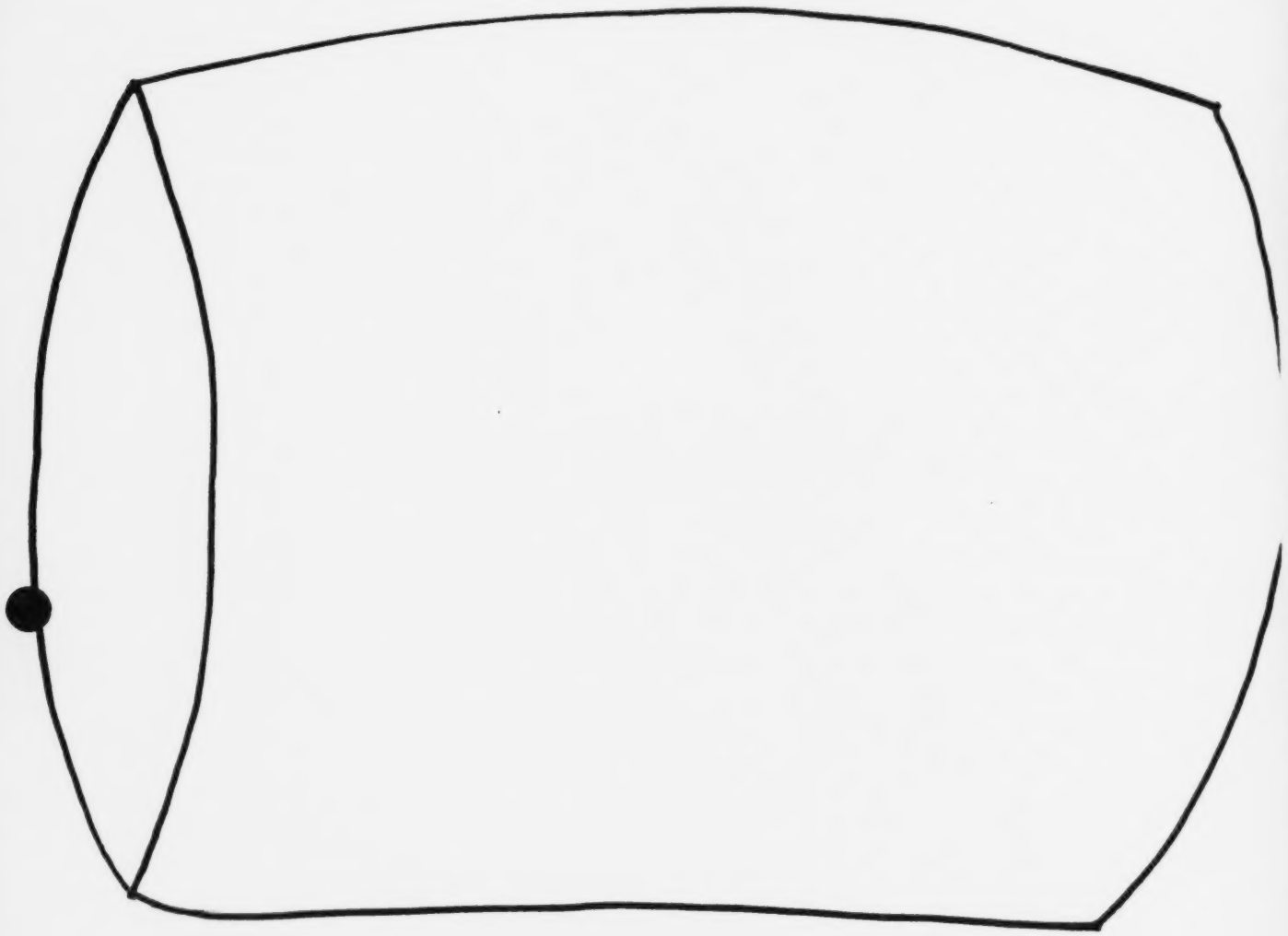

PILLOW

DIRECTIONS FOR SICKLY SARA

1. **After distributing materials to students, instruct them to color the pieces or trace them on construction paper and cut out.**

2. **Tell the students to color the front of the paper bag (On the flap side) to look like a blanket.**

3. **Glue the upper edge of the face. Place hair on the glued edge.**

4. **Glue the outside edge of the paper bag flap, being careful not to glue under the flap. Put the pillow in the flap.**

5. **Put glue on the back edge of the head and attach on pillow.**

HANDOUT FOR GRADES 4-6

Unscramble these words to discover who can give you medicine:

1. crtehae_____
2. surne_____
3. aetprn_____
4. gardnrtapen_____
5. trodco_____

Circle the situations in which you would take medicine:

Fever
Bad grades
Allergies
Cold
Broken toy
Lose a ballgame

SUBJECT AREA: Drug Awareness

LEVEL: Elementary

ACTIVITY: My Idea of Fun!

TIME: 15-20 minutes

FOCUS: *The student will examine the effects of drugs on behavior.*

MATERIALS: Markers
Attached Worksheets

PROCEDURES:

1. Explain to the students that people who live drug-free often experience positive thoughts and feelings while people who use drugs often experience negative thoughts and feelings. Lead a class discussion on the influence of how positive and negative feelings can affect the way people perceive us as well as the kinds of behaviors that we display. Explain that when we feel good about ourselves that we act quite differently from times that we do not feel good about ourselves. Have students give examples of how a person might carry himself if he abuses drugs (e.g. drag around with a sour look on your face, not want to have anything to do with your friends, constantly disobey and argue with your parents, keep feelings to yourself, etc...) Next, have students give examples of how a person who does not use drugs might act (e.g. full of smiles and laughters, enjoys hanging out with friends, displays a pleasant attitude around parents, etc...). Stress that there are many fun things for drug-free people to do!

2. Allow the students to draw a picture to match the caption in each worksheet. Tell students to be as creative as they can in coming up with fun things to do without using drugs!

Loads of Fun!!

Draw a picture to match the caption.

Not Much Fun

Draw a picture to match the caption.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary

ACTIVITY: Your Lungs

TIME: 30 minutes

FOCUS: *To increase students' awareness of substances that are harmful to the lungs*

MATERIALS: Paper
Pencils or markers
Magazines
Scissors
Glue

PROCEDURES:

1. Draw or post a picture of the lungs on the board. Review with the students the function of the lungs (to push clean, fresh air in and out of our bodies). Instruct the students to draw a picture of the lungs on a piece of paper.

2. Discuss the substances that are not healthy for us to breathe...pipe, cigar, and cigarette smoke, gasoline, and exhaust fumes. Ask the students to suggest some things they think are not healthy to inhale. Give examples if they cannot think of any...ammonia, paint, paint thinner, lighter fluid, glue. Explain that the lungs like clean air, not these strong odors.

3. Instruct the students to draw or cut out pictures from magazines that are not harmful to our lungs and glue on the picture of their lungs.

LUNG

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary

ACTIVITY: Scary Consequences!

TIME: 20-25 minutes

FOCUS: *To identify the legal consequences of drug use, misuse, and abuse*

MATERIALS: Copy of local school board policy
Newspapers
Magazines

PROCEDURES:

1. Lead the students in a discussion concerning possible legal consequences of misusing drugs. Make sure that the term "drugs" includes alcohol, tobacco, access to drugs without a prescription, illegal drugs, etc... Generate a list including:

   arrests
   police records
   prison
   probation
   embarrassment to many people
   job loss
   expulsion
   suspension
   loss of driver's license
   fines

2. Issue each student a copy of the local school board policy. Review the policies on cigarettes, alcohol, and other drugs. Talk about consequences that students must face if they disobey the policies stated by the school board.

3. Divide students into "detective" teams. Pass out newspapers and magazines to each group. Ask them to find articles dealing with how people have suffered legal consequences from drug use. These people may include famous actors and singers or people that they have never heard of. Allow each team to discuss their findings with the rest of the class.

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary

ACTIVITY: Letters on Drugs!

TIME: 20-25 minutes

FOCUS: *To help the students understand how a democratic society allows every person a voice, and that people assume responsibility for each other through laws they create and enforce*

MATERIALS: Pencil
Paper
Envelopes

PROCEDURES:

1. Lead a discussion about how different issues affect the local community, state, and/or the nation. Narrow the discussion to drug laws and why we have them. Have the students talk about people who influence or enforce drug laws (e.g. teachers, principals, police, parents, famous actors or singers, etc...).

2. Issue the students a copy of a letter format attached on the next page. Ask the students to write a brief letter to someone in authority about a drug problem or issue that they are concerned about. Some students may want to start a drug-free campaign and ask for the support of different people in the community.

3. Pass out an envelope to each student and have them address it. If the student is unsure of an address, allow the students to find the address overnight and finish the envelopes the next day.

4. Mail the letters for the students.

5. Prepare a bulletin board for responses from the recipients of the letters.

NOTE TO TEACHERS:
If the students don't know how to address envelopes, take time to show them. This may be something you want to incorporate in their grammar assignments.

Address:

Date:

To:

Signature:

Address:

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary

ACTIVITY: Which is Which?

TIME: 25-30 minutes

FOCUS: *To make student aware of what drinks contain alcohol and the harmful effects of alcohol*

MATERIALS: Flashcards

PROCEDURES:

1. Divide the class into groups of two. Pass out the flashcards and instruct the class to sort the cards into two categories - non-alcoholic drinks and alcoholic drinks.

2. After all groups have completed the activity, discuss with the class their decisions. Have a student hold up a flashcard and tell what category it belongs to - alcoholic or non-alcoholic.

3. Continue the discussion by asking the following questions:

   Why is drinking alcohol harmful?
   Which drinks would be the most healthy choice?

Non-alcoholic drinks	Alcoholic drinks
Grape juice	Beer
Milk	Wine
Springwater	Wine coolers
Tea	Vodka
Soft drinks	Whiskey

* Duplicate flashcards so each group of students will have a set.

WINE	MILK
TEA	VODKA
GRAPE JUICE	SPRING WATER
WINE COOLER	BEER

SUBJECT AREA: Drug Awareness

LEVEL: Upper Elementary/Secondary

ACTIVITY: Who Can I Talk To?

TIME: 45 minutes

FOCUS: *To give the students an idea of people within a community who they can contact or talk to concerning drug-related problems or questions*

MATERIALS: Panel of community resource individuals

PROCEDURES:

1. Have the students assist you in making a list of individuals they could get in touch with for help with drug-related problems. Encourage answers such as:

teachers	family doctors	social workers
a friend's parent	church affiliates	psychologists
counselors	close relatives	club leaders
principal		

2. Discuss reasons that some people, including yourself, might be hesitant in discussing drug-related problems with some of the before-mentioned persons. The list may include:
   - embarrassment
   - scared of getting in trouble
   - scared of getting somebody else in trouble
   - feeling that their problem was silly

3. Arrange for a panel of speakers to talk to your class about drug-related problems (encourage the students to prepare questions to ask the panel before they arrive).

4. Encourage the panel to explain to the students that no problem is too silly to address when it concerns drugs. Also, have them emphasize that confidentiality plays a big part of their positions.

NOTE TO TEACHERS:
You might want to make this an activity for a whole grade or school. Have the students write thank-you notes to the members who visited.

Vocabulary Terms

AA-Alcoholics Anonymous -- Volunteer self-help group for recovering alcoholics. Al-Anon is a similar group for adult relatives of alcoholics; Ala-Teen is the counter-part for teens.

Abuse -- To use for reason not intended or prescribed

Abusive or Problem Drinker -- A person who has life problems because of alcohol but who may or may not fit into the category with self-admitted alcoholics.

Addict -- A person who is physically dependant on a drug.

Addiction -- Physiological dependence on a drug, accompanied by the physical or emotional urge to do something repeatedly that an individual usually cannot control. Criteria include a tolerance for the drug and withdrawal symptoms if the drug is stopped.

Alcohol -- The intoxicating chemical found in liquor, wine and beer. It is produced by the action of yeast on sugars and starches. Other forms of alcohol which have industrial uses are not suitable for consumption; denatured alcohol is a combination of methyl and ethyl alcohol; a depressant.

Alternatives to Drug Use -- Activities and experiences that are gratifying and pleasurable and take the place of drug use. this is a process of channeling energy and activity in positive directions appropriate to a person's needs.

Amphetamines -- A group of drugs that stimulates the central nervous system.

Anesthetic -- A drug which produces anesthesia, characterized by loss of sensation to touch and pain, and ultimately loss of consciousness.

Antibiotic -- A substance, usually of microbial origin, that reduces growth of bacteria or kills bacteria.

BAC -- Blood alcohol content; the percentage of alcohol found in the blood, breath, or urine.

Barbiturate -- A chemical derivative of barbituric acid that will produce a calming affect as well as sleep. This group of drugs is potentially hazardous in that they are capable of producing psychological dependence, overdosage with prolonged or frequent use, and life-threatening withdrawal.

Beer -- An alcoholic beverage made from the fermentation of barley or other grains, often flavored with hops or bitter. Contains 3-6% alcohol.

Malt Liquor -- Beer with an increased alcohol content

Near Beer - Beer with alcohol removed or less than .5-1% alcohol.

3.2 Beer -- Beer with 3.2% alcohol content.

Behavior --

Affected -- Judgment begins to lessen, person is less critical actions, reaction time is slowed; indication of mental relaxation may appear.

Impaired -- Judgment is not sound, thinking and reasoning powers are nor clear, the ability to do complex jobs is lessened.

Intoxicated -- Judgment and reasoning powers are severely hampered, cannot do common simple acts without error.

Serious Impairment -- Loss of judgment and inhibitations; clumsy, uncoordinated.

Gross Intoxication -- Unmistakable impairment of all physical and mental activity.

Birth Disorder -- An abnormality of structure, function, or metabolism; whether genetically determined or the result of environmental interference during embryonic or fetal life. A birth disorder may cause disease from the time of conception through birth or later in life.

Blackout -- Temporary loss of memory of what happened during a drinking session--a person is still awake and functioning.

Breathalyzer -- An instrument used to analyze the breath of an individual to determine his or her blood alcohol content.

Breath Testing Machines -- An instrument used to measure the alcohol content of a person's blood through analysis of the person's breath.

Caffeine -- A stimulant drug found in coffee, teas, cola drinks, and chocolate.

Central Nervous System -- The system which controls and coordinates the other systems of the human body.

Cerebellum -- The back part of the brain; controls the balanced movement of muscles.

Cerebrum -- The largest part of the brain located above and in front; it controls thought and other higher mental functions.

Chromosome -- One of the 46 threadlike structures in the nucleus of every cell which contains genes.

Chronic -- Of long duration, denoting a disease of slow progress and long continuance.

Cilia -- Microscopic hairlike process extending from a cell and often capable of motion.

Cirrhosis -- The hardening and degeneration of the liver, in most cases due to excessive and prolonged alcohol use.

Cocaine -- A white powder that is made from the cocoa bush that has local anesthetic and central nervous system stimulant effects.

Codeine -- A mild opiate alkaloid made from morphine, used in cough syrup.

Conception -- The union of sperm and ovum.

Congenital -- Refers to any condition present at birth.

Controlled Substances -- Controlled substances are those placed on a schedule or in special categories to prevent, curtail, or limit their distribution and manufacture. Under the Controlled Substance Act of 1970, the Attorney General of the United States has the authority to place drugs into five schedules or categories, based on their relative potential for abuse, scientific evidence of the drug's pharmacological effect, the state of current scientific knowledge about the drug, and its history and current pattern or abuse.

Convulsions -- Muscular spasm, seizure.

Decision-Making -- The process of choosing a course of action. Decision-making is a skill which must be learned. Becoming aware of this process, the opportunities to make decisions, and one's decision-making style, frees and individual to be and become what he or she chooses. It also brings the concept of individual responsibility for one's behavior very clearly in focus.

Delirium Tremens (DTs) -- A severe psychotic reaction associate with prolonged alcoholism; usually begins during a period of abstinence following a bout with heavy drinking. Characterized by sweating, tremors, anxiety, and hallucinations.

Dendrites -- The branches of a nerve cell which send messages to the cell body.

Dependence, Drug -- The need for a drug which results from the continuous use of that drug. This need can be characterized by psychological and/or physical changes in users which make it difficult for them to control or stop their drug.

Depressant -- Depressants are drugs which may reduce anxiety and excitement. They basically act to depress the activity of the central nervous system. Taken in small doses, they temporarily ease tension in some people and induce sleep. Barbiturates, tranquilizers, and alcohol make up the largest groups of depressant drugs.

Depth Perception -- Ability to judge distance between you and other objects.

Detoxification -- The process of removing alcohol or other drugs from the body without withdrawal complications and to promote recovery from the effects.

Distillation -- Evaporation of liquid by heat and condensation of the resulting vapor or gas into a liquid. The process by which hard liquor is manufactured.

Dosage -- The exact amount of a drug recommended by the physician to be consumed by a patient; usually accompanied by precise instructions, including the exact time, amount, method of ingestion, and frequency of use.

Driving Under the Influence -- Operating or being in physical control of any vehicle while faculties or judgement are impaired by ingested alcohol or other drugs.

Drug -- Any substance that, when taken, changes the functioning of the mind or body of the human organism. Basically, a drug is used to treat illness, to protect against disease, to alter moods and behavior, to promote better health. Drugs are not only controlled substances, but socially accepted drugs, over-the-counter medications, prescriptions, additives, and poisons.

Drug Abuse -- Use of a drug substance to the detriment of either the user or society.

Drug Education -- The aspect of health education that examines drugs, alternatives to drug use, and the complex of social roles and institutions affecting and being affected by drugs.

Drug Misuse -- Use of a drug substance contrary to the instructions of the supplier, the dispenser, or the prescriber.

Drug Use -- Deliberate exposure to a drug substance.

Drunk -- Intoxicated from alcohol ingestion marked by loss of control over ordinary physical activities. Slang terms include intoxicated, loaded, bombed, plastered, tight, and inebriated.

DUI -- Driving under the influence of intoxicants or self-administered drugs.

DWI -- Driving while intoxicated. Same as DUI.

Effectors -- The parts of our bodies which react to stimulation.

Embryo -- An organism in the early stages of development. In humans, from the time of conception until the third month.

Environment -- All the factors surrounding and influencing an organism.

Ethanol -- The chemical substance that makes all alcoholic beverages intoxicating.

Euphoria -- A sense of well-being. This is a false sensation caused by alcohol or other drugs.

Fetal Alcohol Syndrome (FAS) -- A pattern of congenial malformations which occurs in infants born to women suffering from severe, chronic alcoholism. Infants with FAS are typically shorter than normal, underweight, have defects of the skull and face, are hyperactive, display delayed motor and language development, and are mentally retarded.

Fermentation -- The chemical reaction that produces alcohol when yeast and sugar are combined. The process by which wine and beer are manufactured.

Habituation -- A psychological dependence on a drug. A need or a compulsion to continue using a drug.

Hallucinate -- To see or hear things that are not there. Perception without external stimulus.

Hallucinogens -- Prominent pharmacologic action of these drugs is on the Central Nervous System. Hallucinogens produce visual and auditory hallucinogens, perceptual distortions, and disturbances of thought processes. Examples include LSD, PCP, mescaline, and THC.

Hangover -- The unpleasant physical sensations experienced after the immediate effects of excessive drinking wear off. Symptoms can include nausea, headache, and thirst.

Heroin -- A narcotic analgesic derivative of morphine; an illicit drug in the United States.

High -- The feeling, when associated with the use of alcohol or other drugs, characterized by a noticeable, pleasurable effect.

Illicit -- Drugs whose uses are illegal. Examples are the narcotics, marijuana, and psychedelics.

Implied Consent Law -- Under this law, prevailing in all states, a driver by virtue of his or her possessing a driver's license to a chemical test if arrested for an offense involving drinking and driving.

Influences -- Outside influences exert a strong impact on substance use/non-use behaviors. Three categories of influence (peer pressure, significant others, and institutional) should be considered in any substance education program.

Ingestion -- The act of taking a drug into the body swallowing, sniffing, application to the skin, or insertion into the rectum.

Inhibitions -- An inner restraint to free activity, expression, or functioning.

Intervention -- An early identification of a problem and steps taken to prevent worsening of the problem.

Intoxication -- A state of notable mental or physical impairment brought on by ingestion of a drug.

Lethal Dosage -- The amount of a substance required to produce death of an organism.

Licit -- Drugs whose uses are legal. Examples are over-the-counter medications and prescription drugs. Alcohol and tobacco are licit drugs with legal age limitations.

Life Coping Skills -- Ways of dealing with the problems and challenges of living, changing, and growing. Examples of life coping skills are valuing, decision-making, communicating, confronting, asserting, risking, experimenting, withdrawing, fantasizing, denying, meditating, and understanding defense mechanisms.

Maintenance Programs -- Any of a variety of drug rehabilitation programs whose major emphasis involves the dispensing of the user's drug of dependence or an adequate substitute.

Marijuana -- Marijuana is a common plant with the botanical name of Cannabis Sativa. The active (mind-affecting) ingredient is delta-9-tetrahydrocannabinol, or THC.

Metabolism -- The process whereby ingested substances are broken down into a form that can be used by and eliminated from the human organism; is a part of the digestive and excretory system processes of the body.

Metabolize -- The process by which alcohol is broken down and released from the body.

Morphine -- a narcotic extracted from Opium.

Mucus -- The viscous liquid secreted as a protective lubricant coating by glands in the mucous membrane.

Narcotic -- Narcotics are drugs that relieve pain and often induce sleep. The opiates, which are narcotics, include opium and drugs derived from opium, such as morphine, codeine, and heroin. Narcotics also include certain synthetic chemicals that have a morphine-like action, such as methadone.

Nicotine -- The central nervous system stimulant drug found in tobacco.

Non-psychoactive Drugs -- Do not specifically affect feelings, thought, and behavior.

Opium -- The dried juice of the opium poppy.

Overdose (OD) -- An "overdose" of drugs is the amount of drugs taken which causes an acute reaction to the user. A drug over-dose can often be recognized even by a nonmedical observer because it often produces stupor or coma. Often there is low breathing rate as well. Medical help is needed immediately. A first aid measure that can be taken while waiting for medical help includes artificial respiration to restore breathing.

Ovum -- The female sexual cell or egg produced in the ovary.

Peer Pressure -- Social urging to behave in a way that is acceptable among people in one's own general age group. Peer pressure involves the need to be accepted, the need to have friends, and the need to check out our feelings and values with others.

Peyote -- A kind of cactus containing the hallucinogen mescaline.

Physical Dependence -- A condition resulting from repeated use of a drug in which the individual must continue to take the drug to satisfy the body's craving for it. It has two parts: (1) The body gets used to the drug; so it takes more and more of the drug to get the effect the user wants (tolerance). (2) The user has very painful withdrawal symptoms when he/she quits using the drug.

Placenta -- The transfer organ that acts as the major support system between mother and fetus. Allows passage of oxygen and nutrients.

Potency -- The degree of strength or power; usually refers to the relatively small amount which can produce desired or expected effects.

Premature -- A baby born substantially before term.

Prescription Drugs -- Those drugs, medication,k and medical devices subject to regulations by a physician's prescription which are "habit forming," "toxic," "potentially harmful," or whose "method of use" is not safe except under the supervision of a physician. They can only be purchased from a licensed pharmacist.

Prevention -- The organized efforts be individuals, schools, organizations, or agencies designed to deter or inhibit the development of substance abuse or dependency by individuals, and the individual and social problems associated with the abuse or dependency on drugs.

Proof -- A number which is equivalent to double the alcohol content of hard liquor (86 proof whiskey contains 43% alcohol).

Psychedelic -- Mind manifesting, refers to a drug's ability to expand consciousness and manifest capacities of the mind that are not often experienced. Most widely used term for these drugs are hallucinogens.

Psychoactive -- Altering the subjective state of mind; altering perception and consciousness.

Psychological Dependence -- Psychologic dependence refers to an emotional need to periodically or chronically use a drug to obtain pleasure or to avoid discomfort. The individual believes he/she is unable to get along in life without the agent. There is frequently the belief that the agent is an integral part of life. When the drug is symptoms, the user may feel at ease, anxious or irritable. At the same time, the individual may or may not be physically dependent on the drug.

Reaction Time -- The time that a person takes, after sensory perception of a situation, to realize the meaning of a situation, decide what to do about it and start acting.

Receptors -- The parts of our body which receive stimuli from the outside environment.

Rehabilitation -- Means the restoration of a client to the fullest physical, mental, social, vocational, and economic usefulness of which he or she is capable;e. Rehabilitation includes, but is not limited to, medical treatment, counseling, occupational training, social and domestic rehabilitation, and education.

Risk-Taking -- A learned element of the decision-making process. One is willing to take great risks if a particular outcome is highly valued.

Ritalin -- A stimulant drug used in the treatment of hyperactivity.

Sedative-Hypnotics -- Chemical compounds which produce sedation or depression. The behavioral effects of these drugs are dose dependent and range from general tranquilizing effects to sedation, sleep, coma, and death. Include barbiturates, alcohol, and minor tranquilizers.

Self-Concept -- An evaluation of your own worth based on your perception and feelings of how you compare to others.

Side Effects -- Drug actions which are not the specific intended response and usually do not benefit the user; an action other than a drug's primary effect.

Sperm -- The male sexual cell produced in the testes.

Stimulant -- Stimulants are drugs which increase the activity of the central nervous system. They include caffeine, cocaine, and amphetamines. Stimulants are often called "uppers" or "pep pills".

THC -- (delta-9-tetra-hydro-cannabinol) -- The active mind-affecting ingredient in the marijuana plant and variations such as Hash, Hashish, and Hashish Oil.

Tolerance -- Physical tolerance is the body's ability to overcome the usual effects of a drug so that an increased dosage is needed to achieve the same effect as before for the individual. Also, the body's ability to compensate for the physical effects of alcohol use.

Toxic -- Affected by a toxin or poison; poisonous.

Tranquilizer -- A drug used to reduce anxiety and tension. A drug that brings tranquility by calming, soothing, quieting, or pacifying without depressing patients.

Volatile Substance -- Substances like model airplane glue, paint thinner, gasoline, and other volatile (breathable) solvents which contain a variety of chemicals which can cause tissue damage or death when inhaled or ingested. Also can be referred to as inhalants.

Withdrawal Symptoms -- A series of symptoms precipitated in a drug-dependent individual when the drug supply is discontinued. With alcohol this causes various reactions from the hallucinations, shaking, and convulsions to "delirium tremens."

BOOK LIST

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HEALTH AND NUTRITION

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Brown, Marcia. Stone Soup. New York: Scribner's, 1987.

Carle, Eric. The Very Hungry Caterpillar. New York: Scholastic, 1981.

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Sharmat, Marjorie. Gregory the Terrible Eater. New York: Dell Publishing Co., 1980. Gregory the goat is a very picky eater. With the help of his parents he learns to eat a "well-balanced" goat diet.

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